

Applecroft School
Curriculum Map



Writing - Year 3-Year 6

	Year 3	Year 4	Year 5	Year 6
Vocabulary and Grammar	<p>Add more information to a sentence by selecting and using adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Create sentences with adverb starters e.g. Determinedly, Sam made his way up the mountain.</p> <p>Create complex sentences with more than one clause using a wider range of conjunctions for subordination e.g. when, if, because, although.</p> <p>Select and use prepositions for where and when such as before, after, above, below, because of e.g. 'He ate before lunchtime'.</p> <p>Use adjectives to add impact in expanded noun phrase for description and specification e.g. the blue butterfly.</p> <p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p> <p>Use verbs in 1st, 2nd and 3rd person including simple past and present tense mostly correctly, including irregular forms (e.g. ran, wander).</p>	<p>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</p> <p>Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</p> <p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use connecting adverbs to link paragraphs.</p> <p>Create sentences with fronted adverbials for when and where e.g. In the afternoon, the soldiers sprang into action. In the distance, a lone wolf howled.</p> <p>Identify, select and effectively use nouns and pronouns.</p> <p>Extend the range the complex sentences with main and subordinate clauses using a wider range of conjunctions for subordination including when, if, because, while, although, whenever.</p>	<p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms)</p> <p>Use a range of co-ordinating and subordinating and coordinating conjunctions</p> <p>Use range of sentence openers - judging the impact or effect needed.</p> <p>Indicate degrees of possibility with adverbs such as 'possibly', 'perhaps', 'surely'.</p> <p>Create cohesion by link ideas across or within paragraphs using adverbials for time, place and numbers e.g. later, nearby, firstly, subsequently</p> <p>Create complex sentences by using relative clauses with pronouns 'who', 'which', 'where', 'whose', 'when', 'that' e.g. 'Sam, who had remembered his wellies, was first to jump in the river', 'The robberies, which had taken place over the past month, remained unsolved'.</p> <p>Create and punctuate complex sentences using 'ing' openers e.g. 'Gallop across the field, the horse headed straight for the farmhouse'.</p> <p>Explore, collect and use modal verbs to</p>	<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use a range of co-ordinating and subordinate clauses to write complex sentences.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day)</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</p> <p>Create and punctuate complex sentences using simile starters e.g. As pale as a ghost, Tom returned from the cellar.</p> <p>Select the appropriate level of formality required for the writing task e.g. a formal complaint letter or an informal diary entry.</p> <p>Vary the length of sentences to express subtlety in meaning or for emphasis.</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful and well-behaved.</p> <p>Use the passive voice in selected sentences e.g. The boy was helped by the girl.</p>

	<p>Begin to use the perfect form of verbs using 'have' and 'had' to indicate a completed action e.g. I have washed my hands. Jack had watched TV for over two hours!</p>	<p>Develop expanded noun phrases using adjectives and prepositional phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. 'We were' instead of 'we was',</p>	<p>indicate degrees of possibility e.g. 'might', 'could', 'shall', 'will', 'must'.</p> <p>Use the perfect form of verbs to mark relationships of time and cause e.g. 'He had eaten lunch when they arrived'.</p> <p>Use expanded noun phrases to convey additional information concisely e.g. a soft material that can be moulded.</p> <p>Ensure correct subject verb agreement when using singular and plural e.g. The children were excited.</p> <p>Distinguish between the language of speech and writing e.g. They're - They are.</p>	<p>Use subjunctive forms of verbs to show level of formality e.g. If I were you/ if he were rich/ the judge demanded he attend court.</p> <p>Use expanded noun phrases to convey complicated information concisely e.g. a shy boy with pale delicate features.</p> <p>Recognise, and begin to correctly use, vocabulary appropriate to informal and informal writing forms in the correct context</p>
<p>Punctuation</p>	<p>Use the range of punctuation taught up to and including Y3 (e.g. apostrophes for possession, commas in lists)</p> <p>Can use inverted commas to punctuate direct speech.</p> <p>Use inverted commas (speech marks) to punctuate direct speech.</p> <p>Understand how to place the apostrophe for omission when letters are missing in a wider range of words e.g. shouldn't</p>	<p>Start a new line for dialogue for a new speaker and mark internal punctuation accurately e.g. "It is too cold" complained Martha.</p> <p>Use commas accurately after fronted adverbials.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Understand how to place the apostrophe for singular possession.</p> <p>Understand the grammatical difference between plural and possessive -s.</p>	<p>Use commas to clarify meaning or avoid ambiguity e.g. I like cooking, my family and my pets.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>Understand how to place the apostrophe in words with irregular plurals e.g. children's.</p>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. 'It's raining; I'm fed up', 'Don't touch the dog - he might bite'.</p> <p>Use the colon to introduce a list and use semi-colons within lists e.g. She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Philip, the Duke of Edinburgh; HM the Queen.</p> <p>Use ellipsis as a cohesive device.</p> <p>Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</p>

<p>Composition</p>	<p>Can write for a range of purposes and audiences, beginning to develop an awareness of appropriate language and form</p> <p>Plan writing by: Reading and discussing narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identifying and discussing the purpose, language and structures of different texts.</p> <p>Discussing and recording ideas for planning using simple maps</p> <p>Draft and write by: Creating and developing settings and characters for narratives.</p> <p>Creating and developing plots based on a model.</p> <p>Grouping related material into paragraphs.</p> <p>Using headings and sub headings to organise information.</p> <p>Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p>	<p>Can write for a range of purposes and audiences with an increasing awareness of appropriate language and form</p> <p>Plan writing by: Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identifying and discussing the purpose, audience, language and structures of a variety of texts.</p> <p>Discussing and recording ideas for planning e.g. story map, text map, story board,</p> <p>Draft and write by: Developing settings and characterisation using vocabulary to create emphasis, atmosphere and suspense.</p> <p>Planning and writing an opening paragraph which combines the introduction of a setting and character/s.</p> <p>Organising and sequencing paragraphs in narrative and non-fiction.</p> <p>Linking ideas within paragraphs e.g. using fronted adverbials for when and where.</p> <p>Generating and selecting from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type.</p>	<p>Can write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)</p> <p>Plan writing by: Reading and analysing narrative, non-fiction and poetry and identifying organisational and language features to write similar versions themselves.</p> <p>Using the appropriate text-form/type with awareness of audience and purpose, and language features and structures.</p> <p>Discussing and recording ideas for planning, using an appropriate planning format e.g. story mountain, paragraph plan, boxing-up text types to create a plan.</p> <p>Noting and developing ideas and using research when appropriate.</p> <p>Draft and write by: Selecting appropriate structure, grammar and vocabulary for the task and text type.</p> <p>Beginning to convey character and advance the action through dialogue, maintaining a balance of speech and description</p> <p>Using intentional and introductory opening sentences of paragraphs for non-fiction writing.</p> <p>Consistently organise writing into paragraphs and link ideas across paragraphs e.g. using adverbials of time</p> <p>Using devices such as conjunctions and adverbials to build cohesion.</p> <p>Using organisation and presentational devices e.g. headings, sub-headings, bullets</p>	<p>Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan writing by: Reading and analysing narrative, non-fiction and poetry and identifying organisational and language features to inform their own writing.</p> <p>Identifying and use the appropriate text-form/type, audience and purpose, including mixed text types e.g. explanation/persuasion.</p> <p>Discussing and recording ideas for planning, choosing an appropriate planning format for the writing form/text type e.g. storyboard, discussion group, post-it notes, ICT story planning.</p> <p>Noting and developing ideas, drawing on discussions, reading and research when appropriate.</p> <p>Draft and write by: Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Introducing and developing characters by blending action, dialogue and description within sentences and paragraphs.</p> <p>Varying the length of paragraphs and internal structures for specific effect.</p> <p>Using paragraphs to signal change in time, scene, action, mood or person</p> <p>Linking the opening and final paragraphs in a narrative</p> <p>Using a range of vocabulary, sentence and organisation devices to build cohesion.</p>
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<p>Spelling</p>	<p>Spell correctly some words from learning previous year groups and some words from the year 3 / year 4 spelling list</p> <p>Use phonic knowledge and other knowledge of spelling such as morphology</p> <p>Spell most common exception words</p> <p>Review digraphs as families with different graphemes. e.g. brain, drain, main, plain/beak, squeak, leak, sneak</p> <p>Review adding suffixes and prefixes -es, ed, ing, er, est, le, al, il, el, ly.</p> <p>Use further prefixes and suffixes and understand how to add them e.g. ally, -ment, ness, tion, ful, ation, sion, un, dis, mis, in, super, ous.</p> <p>Spell some words with silent letters e.g. knight, gnaw.</p> <p>Spell selected homophones e.g. great/grate, bury/berry.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Begin to use a dictionary to check spelling.</p>	<p>Spell correctly words from learning in previous year groups, and most words from the year 3/ year 4 spelling list</p> <p>Use phonics and morphology to spell words</p> <p>Review previously taught suffixes and affixes.</p> <p>Adding vowel suffixes to words of more than one syllable e.g. forgotten.</p> <p>Use further prefixes and suffixes and know how to add them with any consequent changes to root word e.g. sion, ssion, cian, in, im, anti, sub, inter, re, auto, ous, ious, eous.</p> <p>Spell some words with silent letters e.g. island</p> <p>Spell further selected homophones e.g. accept/except, whose/who's.</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p>	<p>Spell correctly words from learning in previous year groups, and some words from the year 5/ year 6 spelling list</p> <p>Use known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</p> <p>Use further prefixes and suffixes and understand the rules or conventions for adding them e.g. cial, tial, cious, ence, ance, able, ible.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically e.g. through memorisation strategies such as mnemonics.</p> <p>Spell some words with 'silent' letters, e.g. psalm, solemn, doubt.</p> <p>Continue to distinguish between homophones and other words which are often confused e.g. principle/principal, farther/father.</p> <p>Write from memory sentences and short paragraphs, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Spell correctly words from learning in previous year groups and most words from the year 5 / year 6 spelling list</p> <p>Use a number of different strategies including phonics, morphology, etymology and spelling memorisation strategies interactively in order to spell correctly</p> <p>Review all prefixes and suffixes and understand the rules or conventions for adding them e.g. cially, ency, ciously.</p> <p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Continue to distinguish between homophones and other words which are often confused e.g. stationary/ stationery, precede/ proceed.</p> <p>Write from memory short paragraphs, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Use dictionaries and spellcheckers confidently and as part of a writing routine, to check spelling and meaning.</p>
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<p>Handwriting</p>	<p>Join letters with diagonal and horizontal strokes use the correct formation of cursive joins from Year 2 and use these in independent writing.</p> <p>Write with increasing legibility, consistency and fluency (e.g. down strokes parallel and equidistant.</p> <p>Write with consistency in size and proportion of letters and the spacing between letters and words.</p>	<p>Write with consistency in size and proportion of letters, e.g. the down strokes of letters are parallel and equidistant</p> <p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Ensure the spacing between letters and words are consistent and proportionate.</p> <p>Use joined writing for all writing except where special forms are required</p>	<p>Ensure consistency in size and proportion of letters and the spacing between letters and words.</p> <p>Develop a widening range of presentational skills for different purposes e.g. print, capitals, fonts and points.</p>	<p>Know when to use a clear neat hand or informal writing e.g. difference between presentational and personal note writing</p> <p>Independently select and use a range of presentational skills for different purposes e.g. print, capitals, fonts and points</p>
<p>Text Types Modules</p>	<p>Poetry theme - emotions Narrative - first person description Non-Chronological reports Formal letters to complain Narrative - (dialogue) historical Performance poetry Third person narrative Instructions</p>	<p>Narrative - third person adventure Persuasive - adverts Poetry - exploring form Recount - news reports Recount - diary Narrative - first person other cultures Poetry - critical analysis Explanation</p>	<p>Narrative - third person other cultures Formal letters of application Poetry - word play Balanced Argument Narrative - (dialogue) myths and legends Poetry - exploring form Recount - Biography Narrative - Shakespeare plays retelling Playscripts</p>	<p>Recounts- autobiography Discussion - speeches Poetry - imagery Narrative - first person stories with a moral Poetry - Shakespeare sonnets Explanations Narrative - extended third person adventure Recount - news report</p>