



# CLOVER HILL PRIMARY SCHOOL

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## Writing Policy

<b>Long Term Learning</b>	To be able to write fluently and for a range of purposes, children need to write regularly. Our curriculum is designed so that previous learning is recapped, revisited and consolidated and built on as the child moves through the school thus embedding their writing skills into their LTL.
<b>Real Life Relevance</b>	We want our children to see the real life relevance of writing; to understand the importance of writing in their everyday life and how it is used by both children and adults. It is important to expose the children to a wide range of writing that they can relate to, see the relevance of and use in the future.
<b>Co-operative Learning</b>	Co-operative learning in Writing supports progress by giving children opportunities to share ideas, plan together, and provide constructive feedback. Working in pairs or small groups helps pupils generate vocabulary, structure their writing, and refine their drafts through peer discussion. Collaborative activities such as shared writing, peer editing and group storytelling encourage children to learn from each other's strengths and develop confidence in expressing their thoughts. This approach fosters creativity, improves accuracy, and builds resilience as pupils work together to achieve high-quality outcomes.

### Intent

We want children at Clover Hill to:

- write easily and fluently for a range of purposes
- develop the habit of writing widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their ideas to others

### Writing Programme of Study

The programme of study for writing are split into two components:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that our teaching develops pupils' competence in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing.

<b>Effective transcription:</b>	We aim to teach pupils to spell quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words.
<b>Effective composition:</b>	Our writing curriculum aims to teach pupils how to form, articulate and communicate ideas, organising them coherently for a reader. Pupils must develop their vocabulary and grammar and have an awareness of audience, purpose and context.
<b>Spelling, Punctuation, Grammar and Vocabulary</b>	<p>Teachers at Clover Hill use the statutory appendices of the National Curriculum to support and structure their teaching of spelling, vocabulary, grammar and punctuation. In conjunction with this, we use Phonics Shed and Spelling Shed to supplement our teaching.</p> <p>We aim to provide opportunities for pupils to enhance their vocabulary from reading and writing. As vocabulary increases, teachers develop pupils' understanding of the relationships between words, understand nuances in meaning and understanding of and ability to use figurative language. Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils are taught how to control their speaking and writing consciously and to use Standard English.</p>
<b>Implementation</b>	
<b>How is the writing curriculum organised?</b>	<p>Writing is taught through discrete daily English (incorporating reading, writing, grammar, punctuation and spelling) lessons, daily Reading Workshop/Whole Class Reading sessions, daily SPaG activities, weekly discrete spelling, grammar and punctuation lessons (KS2).</p> <p>The writing curriculum is organised to ensure children have opportunities to revisit, practise and repeat learning which is key to deep understanding and having a mastery of skills. Teachers look for links across subjects to help deliver the writing curriculum effectively in a way that will engage the children and stimulate interest.</p> <p>As they progress through school, children are immersed in a carefully planned range of genres. We follow a 'book based' approach using high-quality books as the core text to stimulate ideas and topics for writing units. The aim is for pupils to explore the texts in a sustained way and engage with the materials in depth; thereby, providing content for their own writing. The teaching sequence for each unit is detailed in our medium term plans.</p> <p>Children are given specific SC when writing a particular genre but also have generic 'Everyday SC' (appropriate for each year group) that we expect to see across all pieces of work in all subjects.</p> <p>Peer/self-assessment using SC has proved to be key to developing confident writers (across all subjects) in KS2.</p>
<b>Impact</b>	
<p>Our writing curriculum is organised clearly so each teacher knows exactly what is expected of their year group. Skills are taught, they are practised and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in English across all subjects at the same high standard.</p>	

Standards in writing, spelling, grammar and punctuation are above the national in both KS1 and KS2.

### Monitoring and Evaluating Writing

Teaching and learning is monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. This provides a basis to evaluate writing effectively.

The strengths and highlights of writing are identified at the end of the Summer term which are then reported to governors. From this evaluation the new school improvement plan for English is written, with clear aims as to what could be improved or developed. The action plan has clear time frames, accountability and SC and is monitored regularly to see that progress is being made.

A questionnaire for children and parents to complete is sent out at the end of the Summer term to highlight their thoughts on the strengths of writing and areas they feel could be improved. This also feeds into the action plan.

Data is analysed each term from teacher assessment across school to see where our strengths are or if there are any particular areas that could be improved. Support/training or resources is offered if needed.

### Assessment, Recording and Reporting Formative Assessment

<b>Assessment for Learning</b>	Assessment is part of everyday teaching and learning. 'Assessment for Learning' strategies such as sharing the learning intention, success criteria and peer assessment are part of everyday practice enabling children to take a more proactive role in their learning.
<b>Reporting to parents</b>	Targets are shared with the child informally through discussion and with parents at parent consultations twice a year. A written report on each child's achievements in writing is discussed with parents as part of an overall report on the child's progress to date in the July of each academic year.
<b>Statutory Assessments</b>	Y1 Phonics Check is administered in the Summer term. Y2 children who did not meet the required standard in Y1 also take part.  Summative assessments are used in Years 2 and 6 to record end of year attainment and progress. These are also used to set whole school and year group targets. Y6 complete Grammar and Punctuation and Spelling SATs in May.
<b>Formative Assessment</b>	Spelling is assessed formatively and summatively. Any child presenting with concerns is tracked closely using our KS2 Spelling Tracker. Grammar and Punctuation are assessed termly and progress recorded. Writing is regularly assessed against the National Curriculum objectives for each year group which informs planning.
<b>Inclusion</b>	At Clover Hill Primary School, we believe that every child is a writer. Our inclusive approach to writing ensures that all pupils—regardless of ability, language background, or learning need—can express themselves creatively and confidently. We use a range of strategies to make writing accessible for all, including talk partners to develop ideas, sentence starters and vocabulary banks to support structure, and visual prompts to inspire creativity. For pupils who need additional support, we provide scaffolding, writing frames and assistive technology to help them communicate their thoughts effectively. By celebrating individuality and encouraging diverse voices, we create an environment where every child feels empowered to share their ideas and develop a lifelong love of writing. High Quality Teaching (HQT) ensures that reading is accessible

	to all pupils. Individual pupils who are not making as much progress as their peers are monitored to ensure intervention strategies are put in place and that they make a difference. Progress and achievement of all learners is tracked and the curriculum is personalised when required. Children with an EHCP have specific targets which are monitored and evaluated each term.
Intervention	Intervention measures are in place for identified Key Stage One and Key Stage Two children to ensure that they will make the best possible progress. In Years 1-6, target groups of children are identified for specific spelling, grammar and punctuation intervention which are linked to previous evaluations and needs of the children.

 <h3>Clover Hill English Curriculum: KS1 Long Term Overview with Core Texts and Writing Outcomes</h3>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Three Billy Goats Gruff</b> (Mara Alperin and Janet Stevens versions) <u>Outcome:</u> Labels and Captions, sentence writing, character description <b>Traditional Tale</b>	<b>One Day on Our Blue Planet in the Savannah</b> <u>Outcome:</u> Non-Chronological report	<b>Clean Up</b> by Nathan Bryan <u>Outcome:</u> Narrative (Character description)	<b>Mr Wolf's Pancakes</b> by Jan Fearnley <u>Outcome:</u> Instructions	<b>Mae Jemison</b> by Jodie Shepherd <b>You Should Meet Mae Jemison</b> by Laurie Calkhoven <u>Outcome:</u> Biography	<b>Grandad's Island</b> By Benji Davies <u>Outcome:</u> Narrative (setting description)
Grammar/ Punctuation covered through core text	<ul style="list-style-type: none"> <li>Spaces between words</li> <li>Capital letters for names</li> <li>Adjectives</li> <li>Joining words using the conjunction 'and'</li> <li>Capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters for names</li> <li>Joining words using the conjunction 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Joining words using the conjunction 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Joining words using the conjunction 'and'</li> <li>sense of a sentence and punctuating sentences correctly</li> </ul>
Grammar/ Punctuation covered through	Capital letters at the start of a sentence and for names	Capital letter for names of people, places, days of the week and I	Capital letters at the start of a sentence and for names	Capital letter for names of people, places, days of the week and I	Capital letters at the start of a sentence and for names	Capital letter for names of people, places, days of the week and I

standalone lessons	Leave spaces between words  Full stops at the end of a sentence	Exclamation mark/question mark  Use of 'and' to join words and clauses	Leave spaces between words  Full stops at the end of a sentences	Exclamation mark/question mark  Use of 'and' to join words and clauses	Leave spaces between words  Full stops at the end of a sentences	Exclamation mark/question mark  Use of 'and' to join words and clauses
Poetry	Poetry Form: Acrostic Poems					Close Study: He and She by Claire Bevan



## Clover Hill English Curriculum: KS1 Long Term Overview with Core Texts and Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<b>The Lonely Beast</b> by Chris Judge <u>Outcome:</u> Narrative (Plan and write a narrative)	<b>The Santa Trap</b> by Jonathan Emmett <u>Outcome:</u> Instructions	<b>The Bear and the Piano</b> by David Litchfield <u>Outcome:</u> Persuasion	<b>Lizzy and the Cloud</b> by The Fan Brothers <u>Outcome:</u> Narrative (plan and write a sequel)	<b>Jack and the Beanstalk</b> study <u>Outcome:</u> Narrative (innovative) Traditional Tale	<b>The Bee Book</b> by Charlotte Milner <b>The Honey Bee</b> by Kirsten Hall <u>Outcome:</u> Non-chronological report
Grammar/ Punctuation covered through core text	<ul style="list-style-type: none"><li>• Sentence types</li><li>• Expanded noun phrases</li><li>• Question words</li><li>• Question marks</li><li>• Adverbs</li><li>• Using 'and' to join clauses</li></ul>	<ul style="list-style-type: none"><li>• Verbs</li><li>• Capital letters for names</li><li>• Apostrophes for contraction</li><li>• Commas in a list</li><li>• Imperative verbs</li></ul>	<ul style="list-style-type: none"><li>• Subordinating conjunctions when, because, if</li><li>• Coordinating conjunctions and, or, but, so</li></ul>	<ul style="list-style-type: none"><li>• Commas in a list</li><li>• Expanded noun phrases</li><li>• Coordinating conjunction 'so'</li></ul>	<ul style="list-style-type: none"><li>• Commas in a list</li><li>• Verbs</li><li>• Subordinating conjunction because</li><li>• Apostrophes for possession</li></ul>	<ul style="list-style-type: none"><li>• Comparative adjectives</li><li>• Question sentences</li><li>• Adverbs of time</li></ul>
Grammar/ Punctuation covered through standalone lessons	<p>Use of 'and' to join words and clauses</p> <p>Expanded noun phrases (the blue butterfly)</p> <p>Co-ordinating conjunctions (and, but, or)</p> <p>Correct use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Sentence types - command, exclamation, statement, question</p> <p>Parts of a sentence - noun, verb, adverb, adjective</p>	<p>Subordinating conjunctions (when, if, that, because)</p> <p>Apostrophes for contraction</p> <p>Apostrophes for singular possession</p> <p>Correct use of tense throughout a piece of writing</p> <p>Commas to separate items in a list</p>	<p>Correct use of tense throughout a piece of writing</p> <p>Commas to separate items in a list</p> <p>Adjectives using ful/less etc</p> <p>Comparative and superlative adjectives (er/est)</p>	<p>Compound nouns (whiteboard, superman)</p> <p>Use of progressive forms in present/past tense (is/was +ing)</p> <p>Correct use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Sentence types - command, exclamation, statement, question</p> <p>Parts of a sentence - noun, verb, adverb, adjective</p>	<p>Subordinating conjunctions (when, if, that, because)</p> <p>Co-ordinating conjunctions (and, but, or)</p> <p>Apostrophes for contraction</p> <p>Apostrophes for singular possession</p>	<p>Use of progressive forms in present/past tense (is/was +ing)</p> <p>Commas to separate items in a list</p> <p>Comparative and superlative adjectives (er/est)</p>

Poetry	Poetry Form: List poems		Close Study: Classic Poetry (Someone by Walter De La Mare)			
 <b>Clover Hill English Curriculum: LKS2 Long Term Overview with Core Texts and Writing Outcomes</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>
Year 3	<b>After the Fall</b> by Dan Santat <i>Outcome:</i> Narrative (building tension)	<b>Wilma Rudolph - Against All Odds</b> by Stephanie Maccea  <b>Little People, Big Dreams</b> <b>Wilma Rudolph</b> <i>Outcome:</i> Biography	<b>The Lion and the Mouse</b> by Jerry Pinkney  <b>Aesop's Fables</b> by Michael Morpurgo <i>Outcome:</i> Narrative (Prologue and focus on speech) <b>Traditional Tale</b>	<b>Monsters: An Owners' Guide</b> by Jonathan Emmett <i>Outcome:</i> Explanation	<b>Malala's Magic Pencil</b> by Malala Yousafzai <i>Outcome:</i> Discussion	<b>Ossiri and the Bala Mengro</b> by Richard O'Neill and Katharine Quarmby <i>Outcome:</i> Narrative Plan and write an expanded section of the story
Grammar/ Punctuation covered through core text	<ul style="list-style-type: none"> <li>Subordinating conjunctions after and before</li> <li>Powerful verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> <li>The reporting clause</li> <li>Precise verbs</li> </ul>	<ul style="list-style-type: none"> <li>Using subordination (because, if, when, before, after)</li> <li>Building cohesion</li> </ul>	<ul style="list-style-type: none"> <li>conjunctions 'if' and 'so'</li> <li>possessive apostrophe</li> <li>subordination including conjunctions before/after</li> </ul>	<ul style="list-style-type: none"> <li>Speech and dialogue to convey character</li> <li>apostrophes including plural possession</li> </ul>
Grammar/ Punctuation covered through standalone lessons	Parts of a sentence - noun, noun phrase, verb, adverb, adjective, preposition, clause, subordinate clause, conjunction  Co-ordinating conjunctions (and, but, or)  Subordinating conjunctions (when, if, that, because)  Use a wider range of conjunctions - when, if, because, although  Apostrophe for possession - singular and plural  Apostrophe for contraction	Expanded noun phrases (the blue butterfly)  Correct use of tense throughout a piece of writing  Use of progressive forms in present/past tense (is/was +ing)  Direct speech  Indirect speech - reporting clause  Headings and sub-headings	Express time and cause through - adverbs (then, next, soon, therefore)  -prepositions (before, after, during, in, because of)  Use present perfect form in contrast to past tense  Use paragraphs to group ideas  Commas in a list  Sentence types - command, exclamation, statement, question	Parts of a sentence - noun, verb, adverb, adjective, preposition, subordinating clause, conjunction  Co-ordinating conjunctions (and, but, or)  Subordinating conjunctions (when, if, that, because)  Use a wider range of conjunctions - when, if, because, although  Apostrophe for possession - singular and plural  Apostrophe for contraction	Expanded noun phrases (the blue butterfly)  Correct use of tense throughout a piece of writing  Use of progressive forms in present/past tense (is/was +ing)  Direct speech  Indirect speech - reporting clause  Headings and sub-headings	Express time and cause through - adverbs (then, next, soon, therefore)  -prepositions (before, after, during, in, because of)  Use present perfect form in contrast to past tense  Use paragraphs to group ideas  Commas in a list  Sentence types - command, exclamation, statement, question

	Paragraphs to group information		Parts of a sentence - noun, verb, adverb, adjective	Paragraphs to group information		Parts of a sentence - noun, verb, adverb, adjective
Poetry	Poetry Form: Kennings				Close Study: Overheard on a Saltmarsh by Harold Munro	



## Clover Hill English Curriculum: LKS2 Long Term Overview with Core Texts and Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<b>A Giant Dose of Gross by Andy Seed</b> <u>Outcome:</u> Non-chronological report	<b>Winter's Child by Angela McAllister</b> <u>Outcome:</u> Narrative (detailed setting description)	<b>Until I Met Dudley</b> <u>Outcome:</u> Explanation	<b>Nen and the Lonely Fisherman by Ian Eagleton</b> <u>Outcome:</u> Narrative (action and setting)	<b>The Lambton Worm</b> <u>Outcome:</u> Narrative (detailed character description, plan and write own version) <b>Traditional Tale</b>	<b>Kids Fight Plastic by Martin Dorey</b> <u>Outcome:</u> Persuasion
Grammar/ Punctuation covered through core text	<ul style="list-style-type: none"> <li>Capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Verbs and adverbs to enhance description</li> </ul>	<ul style="list-style-type: none"> <li>building cohesion</li> <li>Subordination</li> </ul>	<ul style="list-style-type: none"> <li>Verbs</li> <li>Nouns/pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters for names of places, people and titles</li> <li>subordination - 'whereas'</li> <li>adjectives and expanded noun phrases</li> <li>similes</li> <li>verbs</li> </ul>	<ul style="list-style-type: none"> <li>Subordination to signal cause and effect</li> <li>pronouns</li> <li>verbs</li> <li>imperative verbs</li> <li>apostrophes for possession</li> </ul>
Grammar/ Punctuation covered through standalone lessons	Parts of a sentence: noun, verb, adverb, adjective, preposition, determiner, pronoun, possessive pronoun, adverbial  Sentence types - command, exclamation, statement, question	Correct use of tense throughout a piece of writing  Use of progressive forms in present/past tense (is/was +ing)  Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end	Use a wider range of conjunctions - when, if, because, although  Use: - conjunctions (when, before, after, while, so, because),	Expanded noun phrases (the blue butterfly)  Noun phrases expanded by a modifying adjective, noun phrase and prepositional phrases (the strict maths teacher with the curly hair)	Correct use of tense throughout a piece of writing  Use of progressive forms in present/past tense (is/was +ing)  Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end	Use a wider range of conjunctions - when, if, because, although  Use: - conjunctions (when, before, after, while, so, because),

	<p>Expanded noun phrases (the blue butterfly)</p> <p>Noun phrases expanded by a modifying adjective, noun phrase and prepositional phrases (the strict maths teacher with the curly hair)</p> <p>Standard English (we were not we was/I did not I done etc)</p> <p>Use fronted adverbials (Later that day, I heard the bad news)</p> <p>Use commas after fronted adverbials</p> <p>Use paragraphs to group ideas</p>	<p>punctuation within inverted commas (The conductor shouted, "Sit down!")</p> <p>Similes</p> <p>Subordinating conjunctions (when, if, that, because)</p> <p>Use paragraphs to group ideas</p>	<ul style="list-style-type: none"> <li>- adverbs (then, next, soon, therefore)</li> <li>- prepositions (before, after, during, in, because of)</li> </ul> <p>to express time and cause</p> <p>Use present perfect form in contrast to past tense</p> <p>Use paragraphs to group ideas</p>	<p>Standard English (we were not we was/I did not I done etc)</p> <p>Use fronted adverbials (Later that day, I heard the bad news)</p> <p>Use commas after fronted adverbials</p> <p>Use paragraphs to group ideas</p>	<p>punctuation within inverted commas (The conductor shouted, "Sit down!")</p> <p>Similes</p> <p>Subordinating conjunctions (when, if, that, because)</p> <p>Use paragraphs to group ideas</p>	<ul style="list-style-type: none"> <li>- adverbs (then, next, soon, therefore)</li> <li>- prepositions (before, after, during, in, because of)</li> </ul> <p>to express time and cause</p> <p>Use present perfect form in contrast to past tense</p> <p>Use paragraphs to group ideas</p>
Poetry	Poetry Form: Limericks					Close Study: The Lion and Albert by Marriott Edgar + Lion by Ann Bonner



## Clover Hill English Curriculum: UKS2 Long Term Overview with Core Texts and Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Hercules</b> by Sonia Elisabetta Corvaglia</p> <p><b>Mythologica</b> by Steve Kershaw</p> <p><u>Outcome:</u> Non-chronological report</p>	<p><b>A Christmas Carol</b> – illustrated version retold by Tony Mitton</p> <p>+ illustrated version by P.J. Lynch</p> <p><u>Outcome:</u> Narrative (narrative episodes with an emphasis on characterisation)</p>	<p><b>The Viewer</b> by Gary Crewe</p> <p><u>Outcome:</u> Narrative (conveying atmosphere and different perspectives)</p>	<p><b>Yayoi Kusama From Here to Infinity</b> by Sarah Susuki</p> <p><b>Yayoi Kusama Covered Everything in Dots and Wasn't Sorry</b> by Fausto Gilberti</p> <p><u>Outcome:</u> Biography</p>	<p><b>The Man Who Walked Between the Towers</b> by Mordicai Gerstein</p> <p><u>Outcome:</u> Recounts from different perspectives</p>	<p><b>Theseus and the Minotaur</b> (Hugh Lupton version)</p> <p><u>Outcome:</u> Narrative (character/tension)</p> <p><b>Traditional Tale</b></p>
Grammar/ Punctuation covered through core text	<ul style="list-style-type: none"><li>• Proper Nouns</li><li>• parenthesis</li></ul>	<ul style="list-style-type: none"><li>• subordinating conjunctions</li><li>• prepositions 'despite' and 'in spite of'</li><li>• commas in a list</li></ul>	<ul style="list-style-type: none"><li>• adjectives to describe nouns</li></ul>	<ul style="list-style-type: none"><li>• suffix 'less'</li><li>• possessive apostrophes</li></ul>	<ul style="list-style-type: none"><li>• double adverbials</li></ul>	<ul style="list-style-type: none"><li>• using adverbs effectively</li><li>• adverbs of intensity</li></ul>
Grammar/ Punctuation covered through standalone lessons	<p>Sentence types - command, exclamation, statement, question</p> <p>Parts of a sentence: noun, verb, adverb, adjective, determiner, preposition, pronoun, possessive pronoun, adverbial, relative clause, relative pronoun, modal verb</p> <p>Relative clauses</p> <p>Apostrophes for omission and singular possession</p> <p>Apostrophes for plural possession</p>	<p>Commas to clarify meaning/avoid ambiguity</p> <p>Distinguish between speech and writing and choose the appropriate register</p> <p>Consistent and correct use of tense throughout a piece of writing</p> <p>Expanded noun phrases including modifying adjectives</p> <p>Standard English (we were not we was/I did not I done etc)</p>	<p>Subordinating conjunctions (when, if, that, because)</p> <p>Co-ordinating conjunctions (and, but, or)</p> <p>Use: conjunctions (when, before, after, while, so, because),</p> <p>Adverbials of time to link paragraphs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of) to express time and cause</p>	<p>Sentence types - command, exclamation, statement, question</p> <p>Parts of a sentence: noun, verb, adverb, adjective, determiner, preposition, pronoun, possessive pronoun, adverbial, relative clause, relative pronoun, modal verb</p> <p>Relative clauses</p> <p>Apostrophes for omission and singular possession</p> <p>Apostrophes for plural possession</p>	<p>Commas to clarify meaning/avoid ambiguity</p> <p>Distinguish between speech and writing and choose the appropriate register</p> <p>Consistent and correct use of tense throughout a piece of writing</p> <p>Expanded noun phrases including modifying adjectives</p> <p>Standard English (we were not we was/I did not I done etc)</p>	<p>Subordinating conjunctions (when, if, that, because)</p> <p>Co-ordinating conjunctions (and, but, or)</p> <p>Use: conjunctions (when, before, after, while, so, because),</p> <p>adverbs (then, next, soon, therefore)</p> <p>prepositions (before, after, during, in, because of) to express time and cause</p>

	<p>Use commas after fronted adverbials</p> <p><b>Brackets, dashes or commas for parenthesis</b></p> <p>Use paragraphs to group ideas</p>	<p>Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!")</p> <p>Use paragraphs to group ideas</p>	<p>Use of progressive forms in present/past tense (is/was +ing)</p> <p>Use present perfect form in contrast to past tense</p> <p>Use paragraphs to group ideas</p> <p>Brackets, dashes or commas for parenthesis</p>	<p>Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!")</p> <p>Use paragraphs to group ideas</p>	<p>Use paragraphs to group ideas</p>	<p>Use of progressive forms in present/past tense (is/was +ing)</p> <p>Use present perfect form in contrast to past tense</p> <p>Use paragraphs to group ideas</p>
<b>Poetry</b>	Poetry Form: Concrete/shape poems			Close Study: The River by Valerie Bloom		



## Clover Hill English Curriculum: UKS2 Long Term Overview with Core Texts and Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Summer 2
Year 6	<b>Beowulf Illustrated versions by Michael Morpurgo and Rob Lloyd Jones</b> <u>Outcome:</u> Narrative (plan and write an episode) <b>Traditional Tale</b>	<b>How to Steal Christmas by Dr Seuss</b> <u>Outcome:</u> Instructions	<b>Alma (Literacy Shed Film)</b> <u>Outcome:</u> Narrative (Plan and write the story based around the film)	<b>Year 6 Transition Project</b> <b>The Matchbox Diary by Paul Fleischman</b> <u>Outcome:</u> several different writing types applying previous learning
Grammar/ Punctuation covered through core text	• Use of a colon to introduce a reason/explanation	TBC	TBC	TBC
Grammar/ Punctuation covered through standalone lessons	Sentence types - command, exclamation, statement, question  Parts of a sentence: noun, verb, adverb, adjective, determiner, preposition, pronoun, possessive pronoun, adverbial, relative clause, relative pronoun, modal verb, <b>subject, object</b> ,  Relative clauses  Use of semi colon, colon and dash to mark the boundary between independent clauses  Use of the colon to introduce a list	Use of the subjunctive in formal writing  Use of the passive voice - the window was broken (by me)  Apostrophes for omission and singular possession  Apostrophes for plural possession  Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!")  Use of semi colon, colon and dash to mark the boundary between independent clauses  Use of the colon to introduce a list  Use of semi colons in an expanded list  Consistent punctuation of bullet points	Parts of a sentence: noun, verb, adverb, adjective, determiner, preposition, pronoun, possessive pronoun, adverbial, relative clause, relative pronoun, modal verb, subject, object,  Use of semi colon, colon and dash to mark the boundary between independent clauses  Use of the colon to introduce a list  Use of semi colons in an expanded list  Consistent punctuation of bullet points	Apostrophes for omission and singular possession Apostrophes for plural possession  Use of inverted commas and other punctuation to indicate direct speech - comma after the reporting clause and end punctuation within inverted commas (The conductor shouted, "Sit down!")  Use commas after fronted adverbials  Brackets, dashes or commas for parenthesis  Commas to clarify meaning/avoid ambiguity Use paragraphs to group ideas

	<p>Use of semi colons in an expanded list</p> <p>Consistent punctuation of bullet points</p> <p>Hyphens to avoid ambiguity (man-eating shark/ man eating shark)</p> <p>Use paragraphs to group ideas</p>	<p>Use commas after fronted adverbials</p> <p>Brackets, dashes or commas for parenthesis</p> <p>Commas to clarify meaning/avoid ambiguity</p>	<p>Hyphens to avoid ambiguity (man-eating shark/ man eating shark)</p> <p>Use of the subjunctive in formal writing</p> <p>Use of the passive voice - the window was broken (by me)</p> <p>Use paragraphs to group ideas</p>	
<b>Poetry</b>	Poetry Form: Cinquains			<b>Close Study: Refugee by Brian Bilston</b>