


## Writing Curriculum Plan

**Add overall intent in terms of end of primary expectation**

**'A writer from Bickleigh Down C of E Primary School will:**

- **Be able to write legibly and across many genres, using correct grammatical structures and appropriate language features.**
- **At the end of KS2, writers will be confident in their writing ability and will therefore find that they can meet the expectations of KS3. They will be able to write in a clear and articulate manner in all curriculum areas.**
- **Writers will be able to spell most words correctly or will be able to use a dictionary efficiently to check spellings.**
- **Writers will develop a broad and varied vocabulary.**



	<p>repetition (Y4).</p> <p>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Writing in paragraphs</p>	<p>prepositional phrase.</p> <p>Inverted commas and other punctuation to indicate direct speech.</p> <p>Adverbial phrases including prepositional phrases.</p>	<p>using adverbs, adverbials (often fronted) and conjunctions.</p>	<p>(Y4)</p> <p>using fronted adverbials (Y4).</p> <p>use of paragraphs to organise ideas around a theme (Y4).</p> <p>Including dialogue with inverted commas used correctly</p>	<p>when presenting poems</p>			<p>phrases expanded with a prepositional phrase.</p>		<p>with commas after.</p>	<p>a theme.</p> <p>Fronted adverbials.</p>	<p>other punctuation to indicate direct speech.</p>
<p>Key grammatical vocabulary</p> <p>Year 4 terminology</p>	<p><b>Determiner</b>; noun phrases; paragraphs; <b>adverbial</b> phrases; prepositional phrases; subordinating conjunctions; inverted commas; headings; sub-headings; verb; perfect form; <b>fronted adverbials</b>; <b>noun</b>; <b>pronoun</b>; <b>possessive pronoun</b>; <b>cohesion</b></p>			<p>Expanded noun phrases; headings; sub-headings; captions;</p>								
<p>Spelling</p>	<p> No Nonsense Spelling programme followed. See Supplementary pages below for overview of spelling rules taught.</p>											
<p>Handwriting</p>	<p>Pupils taught to use the diagonal and horizontal strokes needed to join words</p> <p>Pupils join more of their writing legibly and consistently – Letter-join taught daily. 1:1 and small group support given as required.</p> <p>All pupils write in pen.</p>											

## No Nonsense Spelling – Overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Assess <b>Strategies for learning words: words from statutory spelling list</b>	Lesson 3 Learn <b>Words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words ending /ʒə/</b>	Lesson 5 Practise <b>Words ending /ʒə/</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words ending /ʒə/</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>From Year 2: possessive apostrophe with singular proper nouns</b>
<b>Week 4</b>	Lesson 9 Practise <b>From Year 2: possessive apostrophe with singular proper nouns</b>	Lesson 10 Teach <b>Homophones (peace/piece, main/mane, fair/fare)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 12 Apply <b>Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 6</b>	Lesson 14 Practise <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	

### Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 5 Practise <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Revise from Year 3 <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /f/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	Lesson 10 Practise/Apply <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /f/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	
<b>Week 6</b>	Lesson 13 Teach <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 14 Practise <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 15 Apply <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>

**Block 3 – spring first half term**

<b>Week 1</b>	Lesson 1 Teach <b>The /g/ sound spelt 'gu'</b>	Lesson 2 Practise <b>The /g/ sound spelt 'gu'</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	Lesson 5 Practise <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words with endings sounding like /tʃə/ spelt '-ture': dictation</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>Possessive apostrophe with plurals</b>
<b>Week 4</b>	Lesson 9 Practise <b>Possessive apostrophe with plurals</b>	Lesson 10 Teach <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Strategies for learning words: homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 12 Apply <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 13 Assess <b>Words already learnt from the statutory spelling test</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Error Analysis (teacher to do)</b>	

**Block 4 – spring second half term**

<b>Week 1</b>	Lesson 1 Assess <b>Statutory spellings learnt so far</b>	Lesson 2 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 5 Practise <b>Prefixes 'anti-' and 'inter-'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Spellings learnt so far</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 10 Practise <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Spellings learnt so far this term</b>
<b>Week 6</b>	Lesson 14 Revise/Assess <b>Spellings taught so far</b>	Lesson 15 Revise/Assess <b>Spellings taught so far</b>	

**Block 5 – Summer first half term**

<b>Week 1</b>	Lesson 1 Teach <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 2 Practise <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Teach <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 5 Practise <b>Endings that sound like /ʃən/ spelt 'sion'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Revise <b>Apostrophes for possession, including singular and plural</b>
<b>Week 4</b>	Lesson 9 Practise <b>Apostrophes for possession, including singular and plural</b>	Lesson 10 Teach <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones</b>	Lesson 12 Apply <b>Homophones</b>	Lesson 13 Assess <b>Statutory words learnt during the year</b>
<b>Week 6</b>	Lesson 14 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	Lesson 15 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	

**Block 6 – summer second half term**

<b>Week 1</b>	Lesson 1 Teach <b>Suffix '-ous'</b>	Lesson 2 Practise <b>Suffix '-ous'</b>	Lesson 3 Apply <b>Suffix '-ous'</b>
<b>Week 2</b>	Lesson 4 Practise <b>Proofreading</b>	Lesson 5 Revise <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-' 'anti-', 'auto-'</b>	Lesson 6 Practise/Apply <b>Prefixes 'un-', 'dis-', 'in-' 're-', 'sub-', 'inter-', 'super-' 'anti-', 'auto-'</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words learnt so far</b>	
<b>Week 4</b>	Lesson 9 Teach/Revise <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 10 Practise <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words learnt so far</b>
<b>Week 6</b>	Lesson 14 Revise <b>Work covered this term</b>	Lesson 15 Revise <b>Work covered this term</b>	