

Composition Genre coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A</b>	Basic skills (1) Narrative (2) Non-chronological report (2) Narrative (2)	instructions (2) Narrative (2) Non-chronological report (2) Poetry (1)	Fables (1) Narrative (2) Recount (2) Basic skills (1)	Narrative (2) Information (2) (KS2- argument) Narrative (2)	Narrative (2) Poets (1) Basic skills (1) Letters (2)	Information (2) Narrative (2) Information (KS2 Persuasion) (2)
<b>Cycle B</b>	Basic skills (1) Narrative (2) Non-chronological report (2) Narrative (2) Poetry (1)	instructions (2) Narrative (2) Non-chronological report (2) Fables (1)	Poets (1) Narrative (2) Recount (2)	Narrative (2) Information (2) (KS2- persuasion) Narrative (2)	Narrative (2) Poetry (1) Basic skills (1) Non-chronological (2)	Information (2) Narrative (2) Instructions (2)
<b>Writing process</b> <i>Orally rehearse/ rehearse and write.</i>						
<b>Transcription Spelling (Including dictation)</b> <i>Spelling patterns are taught for the stage of the pupil not the age. Spelling objectives are individual for each pupil. Below Year 2 NC spellings follow the sequence outlined in Bug Club phonics progression</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	Recapping on Year 1 spelling rules Homophones and near-homophones	Contractions The /l/or /e/ sound spelt -le at the end of words Adding -ing, -ed, -er, - est and -y to words of one syllable	The /dʒ/ sound spelt as ge and dge at end of words, sometimes spelt as g in words before e, i and y Adding -ed, ing, to a root word ending in y with a consonant before it	The /b/ sound spelt a after w and qu The suffixes -ment, -ness -ful, -less -ly	The possessive apostrophe The /ʒ:/ sound spelt or after w and the /ʒ/ sound spelt ar after w The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in y Words ending in -tion -il	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /s/ sound spelt c before e, i and y
<b>Year 3</b>	Recapping on Year 1 and 2 spelling rules Words with the /ei/ sound spelt ei, eigh or ey Words with the /f/ sound spelt ch	Prefixes – in Endings which sound like ʃən spelt – cian he /l/ sound spelt y The /ʌ/ sound spelt ou	Recapping on Year 1 and 2 spelling rules Homophones and near Homophones Prefixes – super/ -im. Prefix- re	Endings which sound like ʃən spelt – tion	Suffix -ly The /ʌ/ sound spelt ou	Prefixes – super Initial 's' sound spelt with ci, ce and cy 's' sound within word spelt with ce
<b>Year 4</b>	Recapping on Year 1-3 spelling rules Homophones and near Homophones	Prefixes – dis and mis Endings which sound like ʃən spelt – sion Prefixes – il and il words Adding suffix – ation	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt -que Endings -tion/ sion words with the /k/ sound spelt ch Words with the /s/ sound spelt sc	Suffix – ous	Possessive apostrophes with plural words Suffix – ly prefix – sub, anti and auto	Prefix - inter Possessive apostrophes with plural words
<b>Year 5</b>	Words ending in -able and -ably Words with silent letters Homophones Words with the /i:/ sound spelt ei after c and other consonants Exceptions to the i before e rule except after c	Words containing the letter string ough Endings which sound like /ʃəs/ spelt cious Words ending in -ancy	Nouns that end in -ce/-cy and verbs that end in -se/-sy	continuing spelling pat		
<b>Year 6</b>	Homophones – words that are confused Words ending in -able and -ible Adding suffixes beginning with vowels to words ending in -fer Continuing words ending in -ible and ibly Words containing the letter string ough	Endings which sound like /ʃəs/ spelt – ious Words with silent letters Words ending in -ent, - ence, ency Use of the hyphen	Words ending in -ant Words ending in ance			
<i>Dictation in phonic and writing lessons</i>						
<b>Transcription Handwriting</b> <i>Taught on a 12-week repeating programme</i>						

	Autumn	Spring	Summer
	L' team- l i u t y j 'C' team- c a d g q o e s f 'R' team- r n m h b k p 'zig zag' team- v w z x Number formation Capital letter formation	L' team- l i u t y j 'C' team- c a d g q o e s f 'R' team- r n m h b k p 'zig zag' team- v w z x Number formation Capital letter formation	L' team- l i u t y j 'C' team- c a d g q o e s f 'R' team- r n m h b k p 'zig zag' team- v w z x Number formation Capital letter formation

### Euler Academy Writing Curriculum Overview

Vocabulary, grammar and punctuation National Curriculum coverage taught for the stage of the pupil not always the age.									
	Autumn			Spring			Summer		
	Sentence Structure	Text Structure	Punctuation	Sentence Structure	Text Structure	Punctuation	Sentence Structure	Text Structure	Punctuation
<b>Year 1</b>	Y1 How and can join words and join sentences Y1-Separation of words with spaces	Y1- Sequencing sentences to form short narratives	Y1 Introduction to the use of capital letters, full stops,	Y1 How words can combine to make sentences Y1-Separation of words with spaces	Y1- Sequencing sentences to form short narratives Y1 Capital letters for names and for the personal pronoun I	Y1 Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Y1 How words can combine to make sentences Y1 Capital letters for names and for the personal pronoun I	Y1- Sequencing sentences to form short narratives	Y1 Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
<b>Year 2</b>	Y2- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Y2- The consistent use of present tense versus past tense throughout texts Y2- Use of the continuous form of verbs in the present and past tense to mark actions in progress	Y2- Capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2- Commas to separate items in a list	Y2 Expanded noun phrases for description and specification	Y2- The consistent use of present tense versus past tense throughout texts Y2- Use of the continuous form of verbs in the present and past tense to mark actions in progress	Y2- Capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2- Commas to separate items in a list	Y2- Sentences with different forms: statement, question, exclamation, command	Y2- The consistent use of present tense versus past tense throughout texts Y2- Use of the continuous form of verbs in the present and past tense to mark actions in progress	Y2- Capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2- Commas to separate items in a list
<b>Year 3</b>	Y3 Expressing time and cause using conjunctions	Y3-Use of the perfect form of verbs to mark relationships of time and cause	Y3- Introduction to speech marks to punctuate direct speech	Y3 Expressing time and cause using conjunctions	Y3-Introduction to paragraphs as a way to group related material Y3- Headings and subheadings to aid presentation	Y3- Introduction to speech marks to punctuate direct speech	Y3 Expressing time and cause using conjunctions	Y3-Use of the perfect form of verbs to mark relationships of time and cause	Y3- Introduction to speech marks to punctuate direct speech
<b>Year 4</b>	Y4-Fronted adverbials	Y4- Appropriate choice of pronoun or noun across sentences	Y4-Use of speech marks to punctuate direct speech	Y4- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Y4- Use of paragraphs to organise deas around a theme	Y4- Use of commas after fronted adverbials	Y4-Fronted adverbials	Y4- Appropriate choice of pronoun or noun across sentences	Y4-Use of speech marks to punctuate direct speech
<b>Year 5</b>	Y5- Relative clauses beginning with who, which, where, why, or whose	Y5- Linking ideas across paragraphs using adverbials of time, place and number	Y5- Use of commas to clarify meaning or avoid ambiguity	Y5- Relative clauses beginning with who, which, where, why, or whose	Y5- Devices to build cohesion within a paragraph	Y5- Brackets, dashes or commas to indicate parenthesis	Y5-Indicating degrees of possibility using modal verbs or adverbs	Y5- Linking ideas across paragraphs using adverbials of time, place and number	Y5- Use of commas to clarify meaning or avoid ambiguity
<b>Year 6</b>	Y6- Use of the passive voice to affect the presentation of information in a sentence	Y6-Linking ideas across paragraphs using a wider range of cohesive devices:	Y6- Punctuation of bullet points to list information	Y6- Expanded noun phrases to convey complicated information concisely	Y6- Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text	Y6- How hyphens can be used to avoid ambiguity Y6- Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	Y6- The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Y6-Linking ideas across paragraphs using a wider range of cohesive devices:	Y6- Punctuation of bullet points to list irmation