



Writing at Peters Hill



Research

A SUMMARY OF THE Ofsted English Research Review



Foundational Knowledge

English involves teaching how to speak, read and write as well as using these modalities to learn. It is important to teach children the explicit knowledge required for pupils to effectively use these modalities to learn successfully. Knowledge in one domain, such as vocabulary, can be used across the others.

Spoken Language in EYFS and KS1

Developing spoken language - including and especially vocabulary - is essential for the academic progress of all children. Children with a language gap are 4 times more likely to be struggling readers as adults. Addressing the word gap in EYFS and KS1 can help disadvantaged children develop their vocabulary more quickly.



Literacy in EYFS and KS1

Children should begin learning to read and write words in Reception, as part of their phonics teaching. Decoding and transcription should remain a priority in KS1 and above for older pupils who have not mastered the content of this early stage. Alongside this focus, language can be developed through a language-rich environment e.g. stories, discussions and poems.

Phonics in EYFS and KS1

Daily systematic synthetic phonics, introduced before age 6, leads to a quicker start in early reading and spelling. Direct instruction benefits all children, particularly those from disadvantaged backgrounds and those with reading difficulties. It should be a school priority to intervene with children who are having difficulties. Smaller group and 11 sessions with highly-trained adults can support such children who struggle.



Decodable Books

Decodable books allow children to practise applying their phonics knowledge. They are consistent with the phonics knowledge children currently possess and do not require other strategies to work out how to read words. They are one part of the reading provision; it is important that children hear, share and discuss a wide range of high-quality (non-decodable) books as well, but these will come from being read to.

Fluency in EYFS and KS1

It is a priority for children to achieve fluency in the early stages of learning to read. This means that they can read with sufficient accuracy and speed. Fluency frees up children's working memory which will allow them to focus on comprehension. Repeated practice is an effective way of developing fluency.



Assessment of Early Reading Skills

There should be ongoing assessment of children's phonic knowledge to identify pupils who need intervention. Prompt intervention is the most effective form of intervention as it allows pupils to keep up with their peers and to have full access to the curriculum. A focus on struggling readers' knowledge should be a priority for both primary and secondary schools.

Writing in EYFS and KS1

Writing involves both transcription and composition. Transcription skills include spelling and handwriting. These should be the focus for writing in the early stages of primary. Dictated sentences can be useful for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.



Spelling in EYFS and KS1

Spelling and decoding are reversible processes. Children should practise their segmenting skills through spelling words for which they have learned the required grapheme-phoneme correspondences. Children should also learn to spell words from the common exception lists. Learning how to spell words benefits both writing and reading, as both processes call upon the same representation.

Handwriting

Handwriting requires effort and attention, as well as suitable motor skills. Children become better at handwriting through repeated practice of accurate letter formation. Formally teaching handwriting need not begin before Reception but children should know how to hold a pencil - the tripod grip for almost all cases - before the end of EYFS. Unjoined handwriting should be the first step before joins are introduced once fluency has been achieved.



Spoken Language - Oracy

A strong command of spoken language is an important goal of the curriculum. Spoken language skills correlate with academic outcomes, social development and emotional development. There should be clearly planned provision for developing pupils' spoken language across the curriculum progressing into teaching elements of rhetoric as pupils become more sophisticated. Pupils should have frequent opportunity for both 'exploratory' and 'presentational' talk.

Reading - Comprehension

Skilled reading requires accurate, speedy word reading and good language comprehension. All pupils need to be taught a broad and balanced curriculum that will allow them to comprehend increasingly challenging texts. The three factors which underpin comprehension include: knowledge, processes, and general cognitive resources.



Reading - Knowledge

Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure, as well as the capacity to read fluently. It is difficult to separate the knowledge used in comprehension but teachers can consider what knowledge might be necessary for pupils to understand a given text, in trying to identify the component knowledge they need to teach. The vast range of knowledge and factors which affect comprehension mean that text complexity cannot be measured on semantics and syntax alone.

Reading - Vocabulary

Vocabulary is important for comprehension, and children will encounter most vocabulary through reading. Pupils of all ages will acquire vocabulary through repeated encounters in texts, but some vocabulary is worth teaching explicitly. This 'Tier 2' vocabulary should be taught in simple ways and teachers should consider the usefulness of the words they teach. When teaching vocabulary, it is more effective to focus on examples of usage rather than providing definitions. Teaching about morphology also benefits both spelling and comprehension.



Reading - Contextual Knowledge

Those with a stronger background knowledge of what they read have better comprehension than those who have less knowledge. Weaker readers tend to have less relevant knowledge than their peers. Teaching should provide the relevant contextual knowledge that pupils will need for adequate comprehension. Children also build their contextual knowledge through reading.

Reading - Knowledge of Structures

Children should be taught knowledge of narrative structures as their comprehension is affected by how familiar they are with the type and structure of the text they are reading. This means that an effective curriculum provides a broad range of different text types and structures. People need to understand more than just the definition of terms such as setting and plot for this knowledge to be meaningful.



Reading - Syntax Knowledge

Knowledge of different sentence structures enables pupils to read with accuracy and sufficient speed for fluency. Pupils need to understand whole sentences, and the relationships between sentences, as well as the meaning of individual words within sentences. They should also be taught how to recognise referents. Through reading ambitious texts to pupils, teachers can prepare them to read challenging sentence structures in their independent reading.

Reading - Prosody

Prosody is the reading aloud of a text with an understanding of the possible and intended rhythm, phrasing, expressiveness and stress of sentences. It connects pupils' knowledge of written sounds and words with spoken language, allowing children to read with meaning. Prosody can be used to show how pupils can resolve ambiguity in wording or phrasing.



Teaching Reading Fluency

Exposure to text, including listening to stories, is the most important factor in explaining variation in pupils' fluency. One of the most effective ways of improving fluency is through repeated readings of texts. Reading along to a text being read aloud is an effective way of developing fluency, although it is less effective for comprehension due to demands on working memory. Discussing wording before reading can also support fluency, as can opportunities to perform and read aloud.

Teaching Comprehension

The significant processes involved in comprehension happen automatically. Skilful readers unconsciously apply a range of strategies to find the meaning of texts. Teaching comprehension strategies to pupils can be effective if they use them less readily but such teaching is time-limited. Effective teaching might focus children on developing meaning as they read, and monitoring their comprehension. However, teaching general comprehension 'skills' is unlikely to be effective due to the knowledge affecting comprehension being the most significant factor.



Reading for Pleasure

There is a strong correlation between engagement and attainment in reading. Challenging texts should not be avoided in the effort to promote reading for pleasure. Any initiatives to increase reading for pleasure should not reduce curriculum time and energy away from reading itself. When children experience early success with reading, they are more likely to read for pleasure. Teachers' knowledge of texts and effective pedagogy is important for developing reading for pleasure in schools.

Writing - Transcription

Pupils' working memory can be overloaded if transcription skills are not fluent, which means that sufficient curriculum time should be provided for pupils to practise these components. Failure to achieve fluency in handwriting can affect pupils' ability to complete higher-order processes with writing. Weakness in transcription skills can reduce the impact of interventions addressed at writing overall, and schools should focus on children who would benefit from intervention.



Writing - Spelling

Spelling begins with children learning phonics. Struggling with GPCs affects children's ability to put their ideas in writing. Spelling should be taught explicitly and regularly practised. Assessment of spelling should focus on the difficult parts of words so that pupils can focus on learning these. Low-stake tests can be used for assessment and practice.

Writing - Grammar Knowledge

Secure knowledge of grammar is needed for composition. Pupils benefit from being taught how to construct and combine sentences. The curriculum should be organised so that pupils are taught to use a variety of different sentences. Teacher modelling followed by extensive deliberate practice is an effective pedagogy for teaching grammar.



Writing - Effective Teaching

Knowledge of what to write, as well as how to write, leads to better writing. Teachers should provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils also need to be taught knowledge of the conventions of the writing they are creating, and the tools which can help them achieve their purpose.

Pupils with SEND

The principles for effective curriculum and pedagogy apply equally to children with SEND. Differentiation has not been shown to positively impact outcomes. However, focused target teaching, and more frequent practice might be necessary to help pupils achieve the curriculum goals. It is not necessarily helpful to attribute children struggling with GPCs to dyslexia.



Literature

Literature is not specified in the National Curriculum but it is a part of the goals for both primary and secondary. The literature curriculum should identify the knowledge pupils need to make progress in the subject. Texts should be selected based on their literary merit and be sequenced in such a way that prepares children for the challenges of texts they will encounter in later year groups. This gentle slope of progression allows children to successfully read increasingly challenging texts. Teachers should identify the knowledge required for pupils to access these texts.



Assessment

Formative assessment positively impacts pupils' achievement at all ages and across several subjects, and is best when it provides actionable feedback for narrow curriculum components. Summative assessment is useful for evaluating the impact of the curriculum, but is less useful when used to evaluate individual pieces of work. Success criteria and exam mark schemes should be used with caution as they can often describe performance rather than signal the knowledge necessary to write effectively. Reading requires a different approach and standard assessments can rarely identify the precise components which are causing areas of weakness, and so a tiered approach might be more useful.



Subject Leadership

Senior leaders are ultimately responsible for all children learning to read. Middle leaders - subject leads in primary and department leads in secondary - should be enabled by senior leaders to ensure that outcomes are positive and that teaching and learning are developing. This requires having sufficient autonomy delegated to them and having the expertise required to lead effectively.

CPD

CPD should be focused on developing teachers' content knowledge and pedagogical content knowledge. It is most effective when it is directed towards teachers' existing needs and practice. Regular CPD sessions are more likely to be effective.



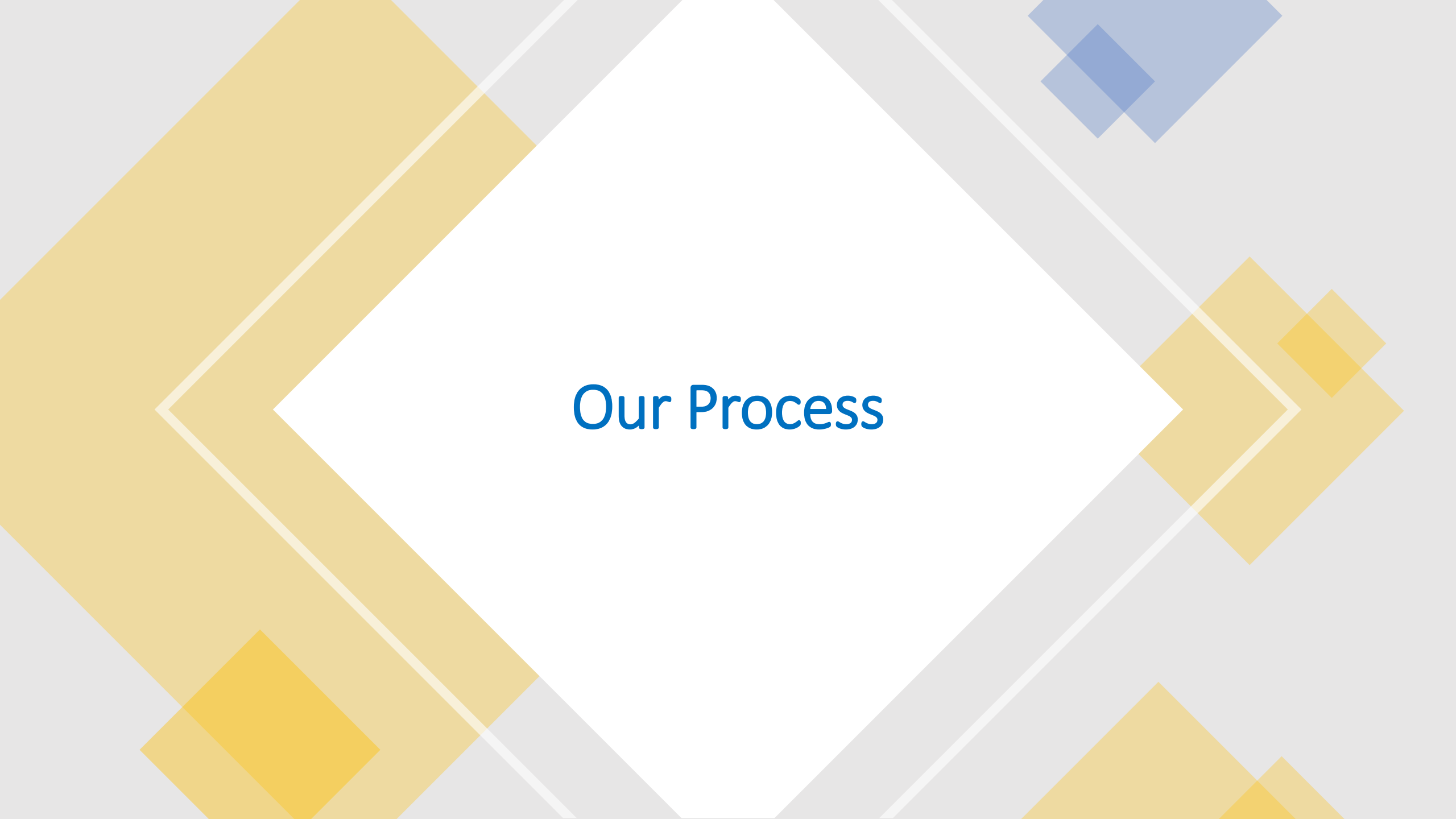
This is a very condensed summary of the research review conducted by Ofsted into high-quality English curriculums. I have provided a more detailed summary on my website which explores these themes in more detail, though I would definitely recommend reading the entire review and accessing some of the materials on Ofsted's YouTube channel. All links are on my website. You can find all summaries of the other subject research reports on my website too.

www.marcrhayes.com



@mrmarchayes

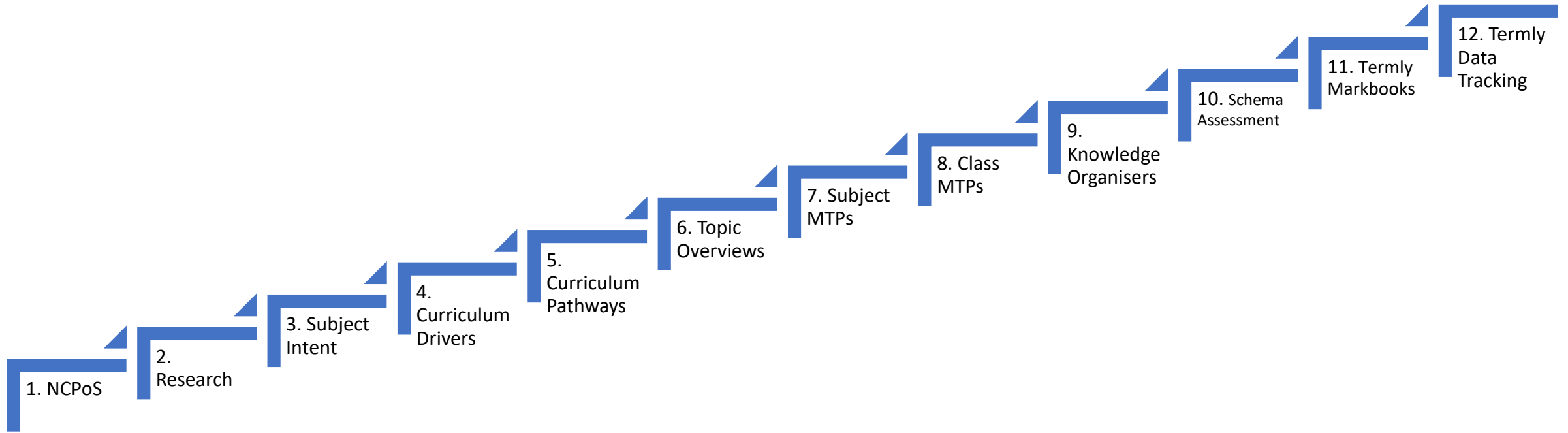


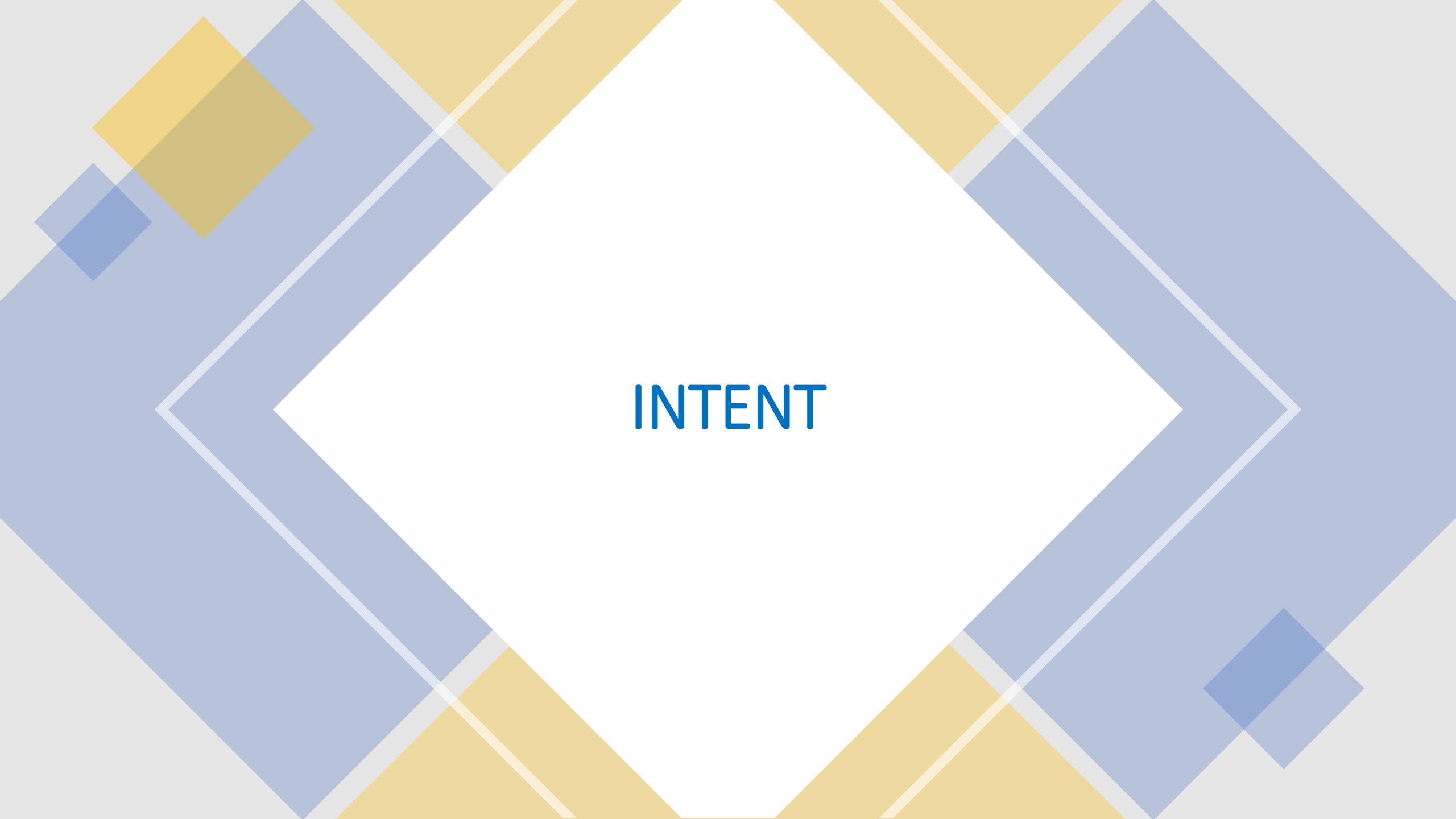


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

At Peters Hill, our writing curriculum strives towards the following aims:

- For children to be informed and empowered to find their writer's voice.
- To understand how reading, writing and oracy are inextricably linked.
- Ensure that writing is not taught in isolation but rooted in rich topics and themes that give purpose.
- To stimulate imagination and deepen the motivation to write.
- To develop opportunities for quality writing across a range of subjects using a selection of genres appropriately to enhance the teaching sequence.
- To use clear age appropriate grammar, spelling and punctuation across all writing.
- To develop consistent legible kinetic letters style handwriting in all written work across all subjects.
- To develop an awareness and understanding of audience during the writing process.
- To draw on wider reading opportunities to enhance written outcomes.
- To develop a strong sense of a sustained and coherent narrative.

We believe that in writing, all children should:

- Be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.
- Be taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age appropriate vocabulary, grammar and punctuation.
- Understand the value of writing as a form of communication and always be given purposeful writing opportunities.
- Be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.
- Be inspired to write through a rich variety of experiences.
- Be encouraged to reflect on written outcomes and evaluate these both collaboratively and independently.

We follow the 10 principles set out by the Centre for Literacy in Primary Education (CLPE)

- 1 - Understand the role reading plays in developing writers and the value of being immersed in quality literature
- 2 - Ensure children have experience of a breadth of texts including those that are visual and digital
- 3 - Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
- 4 - Develop an understanding of the craft of writing by engaging with professional authors and their processes
- 5 - Understand and model the processes of writing authentically
- 6 - Support children to identify as writers and develop their own authentic voice
- 7 - Give children time and space to develop their own writing ideas
- 8 - Use creative teaching approaches that build imagination and give time for oral rehearsal
- 9 - Ensure the teaching of phonics, grammar and spelling is embedded in context
- 10 - Celebrate writing through authentic publication and presentation across platforms



Children become proficient writers through a focus on the following learning pathways;

- Pathway 1 – Handwriting
- Pathway 2 – Spelling
- Pathway 3 – Grammar and Punctuation
- Pathway 4 – Composition

Curriculum Drivers - How do our whole school values link to the subject?

Ambition (Success)

Pupils can write for a range of purposes confidently and accurately, using age appropriate vocabulary, grammar and punctuation. Children appreciate the value of written communication in a democracy and understand how to do this appropriately. Children are proud of their writing and are given opportunities to have their work published and shared using a variety of mediums both within and outside of the school.

Belief (Confidence)

Through careful planning, drafting and revision, children will have confidence in their final written work. They will believe that by careful and accurate writing they can clearly communicate their opinions, beliefs, wants and complaints, ensuring they have a valued voice in their community.

Compassion (Motivation)

Through their reading and other subject study, children will form opinions and feel confident to be able to effectively articulate these using a range of written genres. Children will have the vocabulary to communicate effectively and therefore be motivated to contribute to issues of local, national and global concern.

Pride (Knowledge)

Children will take pride in their writing achievements and be able to make improvements through the quality modelling and revisions they make during the drafting process. Children will share their writing with a range of audiences and enjoy having opportunities to write for a purpose.

Respect (Responsibility)

Children to develop a responsibility for editing and improving their work to further improve. Children will appreciate how mastering their written communication and using effective vocabulary will enable them to have a voice in their class, school and wider community.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

Key
Competencies

Pathway 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	In Year 1, your child will learn to: - sit correctly and use the right pencil grip - form lowercase letters in the correct way: starting in the right place, moving the pencil in the correct direction and finishing in the right place - form capital letters in the correct way - forming the digits 0–9 - understand which letters are formed in similar ways - to leave a space between words.	In Year 2, your child will learn to: - form lowercase letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters - understand which letters, when next to one another, are best left unjoined - write capital letters and digits in a size that matches the size of any lowercase letters - identify which letters are formed in similar ways - use the correct spacing between words.	In Year 3, your child will start developing fluent handwriting skills, making their writing more consistent and easier to read. They will practise: - writing neatly and legibly with letters that are all a similar size joining some letters - deciding which letters to join and which letters not to join - keeping their writing lines horizontal and keeping the space between lines parallel and consistent - keeping the downstrokes of their writing upright and parallel - making sure that descenders of one line do not touch the ascenders of the line below.	In Year 4, your child will continue to work on their fluent handwriting skills, making their writing more consistent and easier to read. They will practise: - writing neatly and legibly with letters that are all a similar size joining some letters - deciding which letters to join and which letters not to join - keeping their writing lines horizontal and keeping the space between lines parallel and consistent - keeping the downstrokes of their writing upright and parallel - making sure that descenders of one line do not touch the ascenders of the line below.	In Year 5, your child will develop fluent, joined-up writing. This includes: - deciding whether or not to join specific letters - keeping letters of a consistent size - choosing whether it is best to write with a pen or a pencil. - handwriting is clear and legible every time written work is produced.	In Year 6, your child will build on their Year 5 handwriting skills and continue to develop fluent, joined-up writing. This includes: - writing neatly and clearly - deciding whether or not to join specific letters - choosing whether to use a pencil or a pen. - handwriting is clear and legible every time written work is produced.

Pathway 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	to spell simple words that can be spelled using the phonics they have learnt so far to spell the days of the week how to spell words with simple prefixes and suffixes like un- and -ing how to spell compound words, for example, football, playground the names of the letters of the alphabet to spell the Year 1 common exception words (see our list of Common exception words for Year 1 below)	use new graphemes (letter groups to spell sounds) to represent the phonemes (sounds) they have already learnt to spell words with suffixes including words ending in -ment, -ness, -ful, -less, and -ly to use an apostrophe to mark where a letter is missing, for example don't, he'll to use an apostrophe to show possession for single nouns, for example, George's hat, the lady's car to spell the Year 2 common exception words (see our list of Common exception words for Year 2 below)	to spell many homophones correctly: Year 3 and 4 Homophones list: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's spelling more words with prefixes including words beginning dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto- spelling more words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion, spelling words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/ using the possessive apostrophe with regular and irregular plurals, for example, the children's lunch, the girls' shoes spelling words that are often misspelt (see our Spelling word list for Year 3 and Year 4)	to spell most homophones correctly: Year 3 and 4 Homophones list: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's spelling most words with prefixes including words beginning dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto- spelling most words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion, spelling words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/ using the possessive apostrophe with regular and irregular plurals, for example the children's lunch, the girls' shoes to spell the words in the Spelling word list for Year 3 and Year 4 (see our Spelling word list for Year 3 and Year 4)	to spell many homophones correctly: Year 5 and 6 homophones list: aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, farther/further/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight to spell words ending in ence/ance or able/ible to talk about word families, for example, sign, design, signature, significant to independently use a thesaurus to find new words to independently use a dictionary to check their spelling to spell the words in the Spelling word list for Year 5 and Year 6	to spell most homophones correctly: Year 5 and 6 homophones list: aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, farther/further/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight to spell words ending in ence/ance or able/ible to talk about word families, for example, sign, design, signature, significant to use a thesaurus to find new words to use a dictionary to check their spelling to spell the words in the Spelling word list for Year 5 and Year 6

Key Competencies

Pathway 3	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar and Punctuation	Leave spaces between words Put words together to make sentences Join words and clauses using and Use capital letters, full stops, question marks, and exclamation marks Use capital letters for names and use I properly Turn words into plurals using -s or -es Adding suffixes to verbs without changing the root word, for example helping, helped, helper Using the prefix un- to change the meaning of verbs and adjectives, for example unkind and unclear Putting sentences together to write short stories or anecdotes	Use capital letters for the start of a sentence and for proper nouns (names of people and places) Choose the right punctuation mark at the end of a sentence: a full stop, a question mark or an exclamation mark (to show emphasis, humour or strong emotion) Use conjunctions such as and, but and because, to join clauses. For example, 'Steve cannot play because he has hurt his knee.' Spot the four types of sentences: statements, questions, exclamations and commands Use the present tense and past tense in the correct way Use the progressive (or continuous) form of a verb such as 'he was singing', or 'the class were singing' Use the suffixes -ness or -er to turn adjectives into nouns, for example 'kindness' and 'teacher' Write noun phrases (phrases that work like a noun), for example 'that green parcel', 'three cows' or something longer such as 'the porridge that I cooked earlier' Use the suffixes -ful or -less to turn nouns into	Use a and an correctly, for example 'a rock', 'an ice-cream' Use conjunctions to talk about time, place and cause, for example, 'I went to play football after I finished dinner' (time), 'I asked him to move so I could see the sign' (cause) or 'I went back to the chair where I left my coat' (place) Use adverbs to talk about time, place and cause, for example, 'I'll tidy my bedroom tomorrow' (time), 'The man waited outside' (place), 'The bus broke down therefore I was late' (cause) Use prepositions to talk about time, place and cause, for example, 'We met at 2pm' (time), 'The school was next to the shops' (place) or 'We ran home because of the rain' (cause) Put sentences together into paragraphs Use heading and subheadings in non-fiction texts Use the present perfect form of verbs, for example, 'Bella has lost her keys' or 'I have lived in London for fifteen years' to talk about events that started in the past and are still happening Modify nouns by one or more precise adjectives - a loud wailing sound. Punctuate complex sentences using a wider range of prepositions and conjunctions - e.g. although, if. Use commas to separate items in a list and paired adjectives.	Know the difference between the -s used to show a plural (the cows) and the -s' used to show possession (the cow's field) Use an apostrophe to show possession with plural nouns, for example, 'the girls' voices' (for more than one girl) rather than 'the girl's voices' (for just one girl) Use Standard English verbs, for example, 'I wasn't doing anything' Write longer noun phrases that include adjectives (for example, green, fast), nouns (frog, train), and prepositional phrases (on the lily-pad, after this one), for example 'the green frog on the lily-pad' or 'the fast train after this one' Use fronted adverbials to start a sentence by describing the verb, for example, 'Suddenly, the door opened.' Or 'Before we set off, fasten your seatbelt.' Use commas to punctuate fronted adverbials. Use paragraphs to organise their ideas Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make their writing easy to read Use inverted commas when writing speech. Use commas to separate items in a list and paired adjectives.	Create verbs by adding the suffixes -ate, -ise, -ify, for example, considerate, activate, specialise, advertise, horrify, purify Use relative clauses (clauses that begin who, which, where, when, whose or that) to add more information about a noun to a sentence, for example: 'The film that I watched was terrible.' 'Sam won the prize, which upset Tash.' Use modal verbs, for example, would, should, could, will, may, might, shall or must to show how likely something is to happen Use adverbs, for example, definitely, certainly, clearly, obviously, possibly or maybe to show how likely something is to happen Use different ways to make the information in a paragraph flow Use brackets, dashes or commas to separate out extra information in a sentence, for example: Mount Everest (the highest mountain in the world) is in the Himalayas. Mount Everest - the highest mountain in the world - is in the Himalayas. Mount Everest, the highest mountain in the world, is in the Himalayas. Use a colon to introduce a list.	Understand and use the passive voice to change the focus of a sentence or in formal writing. In a passive sentence, the person or thing that is doing the verb is not as important as the person or thing that is having the verb done to it or them. For example: Active voice: The dog chewed the slipper. Passive voice: The slipper was chewed by the dog. or The slipper was chewed. Active voice: We added sodium to the beaker. Passive voice: Sodium was added to the beaker. Understand the difference between informal language, the type of language we use in everyday speech, and formal language that we might use in presentations or in some forms of writing. Use the subjunctive form in formal writing, for example: 'Were you to look at the numbers, you would see the problem.' or 'If you were to practise more, you would get better.' Using question tags in informal speech, for example: 'That's the right answer, isn't it?' Using formal vocabulary, for example: inquire, recommend, assist. Use determiners (such as the, a/an, this, those, my, your, some, every) to explain exactly which thing is being talked about. For example: 'some spiders are venomous' or 'that spider is venomous'. Independently use pronouns (such as he, she, it, them) to avoid repetition. For example: 'Liz was hungry so she made a sandwich.' Use a range of adverbials and punctuate them correctly. Use ellipsis when missing out a word or phrase when the assumed meaning is obvious. For example: 'I wanted the

		adjectives, for example 'hopeful' or 'helpless' Use the suffixes -er or -est or -ly, for example, 'louder', 'hardest' or 'quickly' Use commas when writing a list, for example, 'He bought bread, butter, jam and milk.' Use apostrophes to show when letters are missing, for example, I'm, don't, she'll Use apostrophes to show possession, for example 'The girl's voice', 'Ravi's bag'.				red jumper... not the blue.' rather than 'I wanted the red jumper instead of the blue one.' Use semi-colons, colons, and dashes to link sentences that are closely associated. Use colons, semi-colons and commas correctly when writing lists. Use hyphens to avoid ambiguity. Use antonyms (opposites) and synonyms (words with similar meanings for words) for example, shouted, called, whispered, mumbled.
--	--	---	--	--	--	--

Key
Competencies

Pathway 4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	to write simple sentences to say a sentence out loud before writing it down to put sentences into the right order to tell a short story to re-read what they have written to check that it makes sense to talk about their writing with their teacher or classmates To read their writing out loud to their teacher or the class. Use a simple structure in my writing e.g.	to write about things that have happened to them to make up simple stories to write about real events to write simple poems to write for different purposes to plan their writing by either talking about what they want to write or by writing down key words to read their own writing and make changes to it	to talk about similar pieces of writing, and use these to help plan their own To plan their writing by writing down key words. to use a rich vocabulary and a range of sentence structures to make their writing interesting to create settings, characters, and plots for stories to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction to proof-read their writing for spelling, grammar, and punctuation errors To read their writing out loud.	talk about similar pieces of writing, and using these to help them plan their own plan their writing by writing down key phrases use a rich vocabulary and a range of sentence structures to make their writing interesting create settings, characters, and plots for stories use simple organisational devices (for example, headings and sub-headings) when writing non-fiction proof-read their writing for spelling, grammar, and punctuation errors To read their writing out loud.	decide who they are writing for and what this means for their writing Plan their writing drawing on reading and research. choose the right style and structure to match the type of text they are writing choose the right vocabulary and grammar for their writing write a story with interesting vocabulary and dialogue write non-fiction with features such as headings, captions, bullet points, subheadings and diagrams use a consistent tense throughout their piece	Identify the audience who they are writing for and what this means for their writing Plan their writing drawing on reading and research. Choose the right style and structure to match the type of text they are writing. choose the right vocabulary and grammar for their writing write a story with interesting vocabulary and dialogue write non-fiction with features such as headings, captions, bullet points, subheadings, diagrams use a consistent tense throughout their piece

Key
Competencies

Key
Competencies

	beginning, middle and end or instructions in the right order. Write more than one sentence about an idea. Convey basic information and ideas through appropriate word choices. Use some basic descriptive language - colour, size, simple emotions. Make some appropriate word choices from word banks, class lists and sentence openers.	To read their writing out loud. Use connectives and prepositions that signal time e.g. then, after, before, in, on. Use conjunctions -or and -but to link my ideas. Use a clear structure in my writing e.g. beginning, middle, end, or instructions in the correct order. Organisation reflects the purpose of the writing e.g. newspaper features. Begin to use different types of language across different types of writing e.g. story language, non-fiction. Know who my writing is for (Intended audience). Use interesting adjectives to describe people, objects and setting. Use simple adverbs to describe actions. Use simple similes - It was as yellow as the sun.	Make additions, revisions and improvements to my writing. Begin to use an appropriate opening and ending. Use simple connectives (e.g. Also, as well, because) to link ideas logically. Begin to use paragraphing around a theme - e.g. for a new location in a story. Group similar information together in paragraphs in non-fiction writing. Some evidence of viewpoint is established. Include relevant, imaginative detail - e.g. direct speech, description of a setting and feelings, humour, surprise or suspense. Begin to understand how to write for different audiences and different purposes. Vocabulary is interesting and provides some clarity for the reader e.g. stumble instead of walk. Use appropriate words to support the text type - e.g. use imperative verbs in instruction texts. Use interesting adverbs to describe actions. proof read for errors. edit writing to check that it makes sense. use a range of different sentence starters.	Use paragraphs to organise my stories into an introduction, build up, conflict and resolution. In non-fiction, write a clear introduction, followed by logical points, drawing to a defined conclusion. Plan how to structure my writing to meet the purpose. Use some of the 'Tricks of the trade' for a given style to ensure that the style of writing is evident. Evaluate how effective writing is, by referring to the features of a given text type and make necessary improvements. In narrative, writing creates settings, insights into characters and develops the plot through blending, rather than telling the reader. Use adventurous and varied vocabulary to engage the reader. use a thesaurus to improve my choice of words and to expand my vocabulary Use a range of sentence structures - simple, compound and complex.	Check their own writing and the writing of their peers, making useful comments. In narrative, shape a story using paragraphs to show shifts in time, place and action. Use connectives, within a paragraph, to link the sentences - e.g. in addition, finally, therefore. Within paragraphs, sustain and develop my ideas around a topic sentence. Blend dialogue with action and description to convey character and move the story forward. Choose adjectives to allow the setting to create a mood. Use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. Write in a given style successfully. Manipulate sentence structures for effect, to suit the purpose. Use a thesaurus independently to choose words for deliberate effect. Vocabulary choices are more thoughtful and enhance meaning. Use expanded noun phrases to convey relevant information concisely. Consistent use of a range of sentence structures - simple, compound and complex. Ensure the consistent and correct use of tense throughout a piece of writing.	Check their own writing and the writing of their classmates, making useful comments. Link my ending with a range of references to the start of my writing. Make links between paragraphs in non-fiction writing - e.g. a topic sentence links to the linking sentence from the previous paragraph. Use the setting and weather as a 'sympathetic background' to the characters situations - e.g. thunderstorms for the dangerous parts with the sun coming out when all is well. Writing is well paced and shows cohesion. Writing is well constructed and shows a secure grasp of the chosen genre. Make assertive use of the characteristic language and of the chose text type. When editing, recognise how changing the word choice can enhance the meaning of the writing. Use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.
					Edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	

 Making bodies stronger	 Learning the letters	 Holding the pencil	 Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
			Joining letters in a 12 week programme

- **Automaticity** – Formation, orientation and placement of letters becomes automatic which frees up space in the working memory.
 - **Achievement** – Fast, legible and fluent handwriting underpins success in every curriculum area.
 - **Confidence** – Good handwriting creates a positive initial judgement.
 - **Creativity** – When handwriting is automatic, the brain can concentrate on content.
 - **Reading** – Writing and reading are reciprocal skills, so improvement in one, helps the other.
 - **Phonics and Spelling** – legible handwriting means children can read and correct spelling.
-
- **Fast, legible and comfortable** writing from the start.
 - **Automaticity** – The physical act of writing and letter formation is made sufficiently easy, that all the attention of the brain can be on the content of the writing.
 - **Pupils involved** in understanding and pacing their learning so motivation is high.
 - **Visible and fast progress** develops confidence and self-esteem.

Kinetic Letters® is a handwriting programme for use in primary and secondary schools.

Using four main threads of

- Making bodies stronger,
- Holding the pencil,
- Learning the letters, and
- Flow and fluency,

it enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

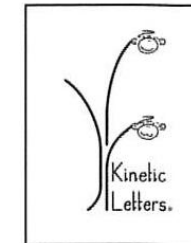
The Kinetic Letters® font covers all the letters in the alphabet and is based on a set of rules that have been made as simple as possible to enable fast learning. The order in which letters are taught recognizes the cognitive development of children.

The programme can be used with any reading programme including phonics. Initially reading and writing are taught separately (as recommended by phonics programmes); later on, reading and writing are combined.

Strength: Writing is a fine finger operation; children must have core body and arm strength to be able to control their fingers precisely.

Pencil hold: The pencil/pen grip must be comfortable to allow writing for long periods (eg exams often last for hours). Pens and pencils with a triangular cross-section assist in developing the correct hold.

Letter formation: The movements to form the letters begin with whole body movements and progress through writing in sand trays to writing on whiteboards and finally writing on paper. In Kinetic Letters®, all the letters and numbers are formed by one of two monkeys, a brave one (Bounce) who goes to the top branch of the tree, and a scared one (Skip) who goes to the lower branch.

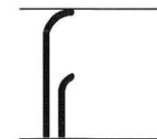


Flow and fluency: Letter movements are minimized to help a fast writing style to develop. There are no lead-in strokes (a waste of time and effort).



Family	Letters	Family Feature
<i>Lower-case letters</i>		
Jumper Family	h n m b r p	Down-bump. Back up. Push over.
Abracadabra Family	c a o d s q g	Pull around and Push, Abracadabra.
Window Cleaner Family	l t i u	Down-bump. Flick (the water off).
Fisher Family	y j f g	Down, on-down and Pull around (to catch the fish).
Special Squirter	e	Push across. Up. Pull around and Push (along the ground).
Slider family	k v w x z	Slide
<i>Upper-case letters</i>		
Straight lined group	I L E F H T	Start with Down-bump.
Curved line group	C O S G Q	Start with Pull around
Lines with Curves group	D P B R J U	Combine Straight lines with Curves
Sliding lines group	A M N W V X Z K Y	Involve Diagonal lines
<i>Numbers</i>		
Pushing numbers	2 3 5 7	Push move helps orientation
Pulling numbers	0 6 9 8 4 1	Pull move helps orientation

Using the tree: When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions and how they sit on / go below the ground line.



Statutory requirements	Non-statutory requirements
Early Years Foundation Stage	
Literacy development involves encouraging children to begin to read and write. Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Writing: Children write simple sentences.	Expected descriptors: Shows preference for a dominant hand. Use a pencil effectively to form recognisable letters, most of which are correctly formed. Exceeding descriptors: They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to write on lines and control letter size.
Key stage 1 Year 1	
Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.	
Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly; • begin to form lower-case letters in the correct direction, starting and finishing in the right place; • form capital letters; • form digits 0-9; • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these; • write from memory simple sentences dictated by the teacher	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs

Year 2

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another;
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- use spacing between words that reflects the size of the letters.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower key stage 2 Years 3-4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Upper key stage 2

Years 5-6

Children should be able to write down their ideas quickly. By the end of Year 6, pupils' writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in Year 7.

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters,
 - choosing the writing implement that is best suited for a task.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Writing – Our expectations

1 – 2 Working towards (Simple Ideas)

A child who is working towards the expected standard will focus on one relevant aspect at a time. The ideas are often simple and underdeveloped. They do not link.

3 - Age related but not secure (Relational Ideas)

A child who is working at this standard will focus on several relevant aspects of writing but treat them independently from each other. The ideas may link but may be disjointed at times throughout the writing.

4. Age related (Making Multiple Links)

An age related child will demonstrate that different aspects have become integrated in to a coherent whole. This will be across the key pathways of Spelling, Organisation, Purpose, Word, Grammar and Handwriting.

5. Greater Depth (Expert understanding)

A child will demonstrate a higher level of abstraction through...

- Autonomy and Independence
- Direction and Control
- Imagination and Voice
- Sustaining the genre



End Points

Reception - Early Learning Goals

ELG Comprehension

Children at the expected level of development will: -

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: -

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will: -

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Year 1 – Key Competencies

I can write what is read aloud to me, including tricky words and words that I have to sound out.

I use the rules for adding -s and -es .

I can add the suffixes - ed, -ing, -er, -est to root words.

I can spell the days of the week. I can spell words using the 40+ phonemes that I know.

I can spell most of the 100 high frequency words.

I can use the prefix 'un'.

I can rehearse out loud before writing my ideas down.

My writing can be read without mediating.

I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order.

I can write more than one sentence about an idea.

I can convey basic information and ideas through appropriate word choices.

I can share what I have written with an adult. I can use some basic descriptive language - colour, size, simple emotions.

I can make some appropriate word choices from word banks, class lists and sentence openers.

I can read my writing out loud clearly and check if it makes sense.

I can use capital letters for names of people, places, days of the week and personal pronoun - I.

I can begin to punctuate sentences with exclamation marks and question marks.

I can begin to punctuate sentences, using a capital letter and a full stop.

I can join words and clauses using the conjunction 'and'.

I can begin to form lower case letters in the correct direction, starting and finish in the right place.

I can form capital letters.

I can hold a pencil comfortably and correctly when sitting at a table.

I can form digits 0-9, starting and finishing in the right place.



Year 2 – Key Competencies

I can spell the simple homophones/near homophones e.g there, their, they're.	I can spell most of the common tricky/exception words.	I can use the possessive apostrophe for a singular person - the girl's book.	I can spell 10 words with contractions - it's, can't, won't, they're etc.	I can write what is read aloud to me, including tricky words, words that have to sound out and use the correct basic punctuation.	I can add suffixes to spell longer words -eg. -ment, -ful, -less, -ly.
I can use connectives and prepositions that signal time e.g. then, after, before, in, on.	I can use the conjunctions - or and - but to link my ideas.	I can use a simple structure in my writing e.g. beginning, middle, end, or instructions in the correct order. The organisation reflects the purpose of the writing e.g. newspaper features.	I can think about and plan what I am going to write before writing it.	I can think about the different styles needed for different types of writing.	I am beginning to use different types of language across different types of writing e.g. story language, nonfiction.
I can identify whether a sentence is a command, statement, exclamation or question.	I know who my writing is for (intended audience).	I can use interesting adjectives to describe people, objects and setting.	I can use interesting adverbs to describe actions.	I can show evidence of using simple similes - It was as yellow as the sun.	I can use the present and past tenses correctly. I can use commas in a list.
I can use question marks and exclamation marks correctly. I can consistently use full stops and capital letters correctly in my sentences.	I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book.	I am beginning to join letters in my writing.	I can write capital and lower case letters of the correct size and orientation.	I can use spacing between words that reflects the size of the letters.	I can form lower case letters of the correct size, relative to one another. My writing can be read without mediating.



Year 3 – Key Competencies

I can spell words ending in -tion, -sion, -cian, -ssion.

I can use the prefixes dis-, mis-, in- and im

I can spell the next 22 sets of homophones/near homophones e.g. accept/except.

I can use the first two or three letters of a word to check the spelling in a dictionary.

I can make additions, revisions and improvements to my writing.

I can begin to use an appropriate opening and ending.

I can use simple connectives (e.g. Also, as well, because) to link ideas logically.

The organisation reflects the purpose of the writing - a newspaper report has a headline, a by-line, introduction and recount of events.

I can begin to use paragraphing in narrative writing - e.g. for a new location in a story.

I can group similar information together in paragraphs in non fiction writing. Some evidence of viewpoint is established.

I can include relevant, imaginative detail - e.g. direct speech, description of a setting and feelings, humour, surprise or suspense.

I am beginning to understand how to write for different audiences and different purposes.

My vocabulary is interesting and provides some clarity for the reader e.g. stumble instead of walk.

I can use appropriate words to support the text type - e.g. use imperative verbs in instruction texts.

I can modify nouns by one or more precise adjectives - a loud wailing sound.

I can use interesting adverbs to describe actions.

I can write and punctuate complex sentences using a wider range of prepositions and conjunctions - e.g. although, if.

I can use a range of different sentence starters.

I can proof read for errors.

I can edit my writing to check that it makes sense.

I can write the date and title and underline both for every piece of writing.

I only use capital letters when appropriate.



Year 4 – Key Competencies

I can use the possessive apostrophe correctly in regular and irregular plurals - e.g. children's shoes and girls' shoes.

I can use the suffixes -ly, -ation, -ous.

I can spell the next 22 sets of homophones/near homophones - e.g. accept/except.

I can write correctly spelt and punctuated sentences as dictated by my teacher.

I can spell all of the Year 3 and 4 word list.

I can use paragraphs to organise my stories into an introduction, build up, conflict and resolution.

In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.

I can plan how to structure my writing to meet the purpose.

I can use some of the 'Tricks of the trade' for a given style to ensure that the style of writing is evident.

I can evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements.

In narrative, my writing creates settings, insights into characters and develops the plot through blending, rather than telling the reader.

I can use adventurous and varied vocabulary to engage the reader.

I can use a choice of pronouns or nouns to avoid repetition.

I can use a thesaurus to improve my choice of words and to expand my vocabulary.

I can use commas after fronted adverbials.

I can use and punctuate direct speech with inverted commas.

I can write in standard English forms for verb inflections - e.g. we were instead of we was.

I can use a range of sentence structures - simple, compound and complex.

I can use diagonal and horizontal strokes that are needed to join letters.



Year 5 – Key Competencies

I know and use the 'I before e' rule following a c.	I can spell words with the endings -cious and -tious.	I can spell words with silent letters.	I can spell words with the letter string -ough.	In narrative, I can shape a story using paragraphs to show shifts in time, place and action.	I can use connectives, within a paragraph, to link the sentences - e.g. in addition, finally, therefore.
Within paragraphs, I can sustain and develop my ideas around a topic sentence.	I can blend dialogue with action and description to convey character and move the story forward.	In my writing, the setting is used to create mood.	I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc.	I can write in a given style successfully.	I can manipulate sentence structures for effect, to suit the purpose.
I can use a thesaurus independently to choose words for deliberate effect.	My vocabulary choices are more thoughtful and enhance meaning.	I can use expanded noun phrases to convey relevant information concisely.	I can use a range of sentence structures - short, compound and complex.	I can use commas more accurately to separate clauses - e.g. subordinate, embedded and relative.	I can use colons and semi colons when writing lists.
I can ensure the consistent and correct use of tense throughout a piece of writing.			I can edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	I prepare myself and my work area to enable the required level of presentation.	

Year 6 – Key Competencies

I can spell all of the year 5 and 6 word list.

I can spell words with the endings -cial and -tial.

I can spell words with the endings -ible and -able.

I can regularly and independently make use of a dictionary to check the spelling and meaning of words.

I can link my ending with a range of references to the start of my writing.

I can create my own plan appropriate to the audience and purpose.

I can make links between paragraphs in non-fiction writing - e.g. a topic sentence links to the linking sentence from the previous paragraph.

I can use the setting and weather as a 'sympathetic background' to the characters situations - e.g. thunderstorms for the dangerous parts with the sun coming out when all is well.

My writing is well paced.

My writing is well constructed and shows a secure grasp of the chosen genre.

I can make assertive use of the characteristic language and of the chosen text type.

When editing, I recognise how changing the word choice can enhance the meaning of the writing.

I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.

I can recognise vocabulary that is appropriate for formal speeches and writing.

I can use brackets, dashes or commas to indicate parenthesis.

I can choose passive verbs, when appropriate, to affect the presentation of information in a sentence.

I can recognise sentence structures that are appropriate for formal speech and writing - e.g. If I were.

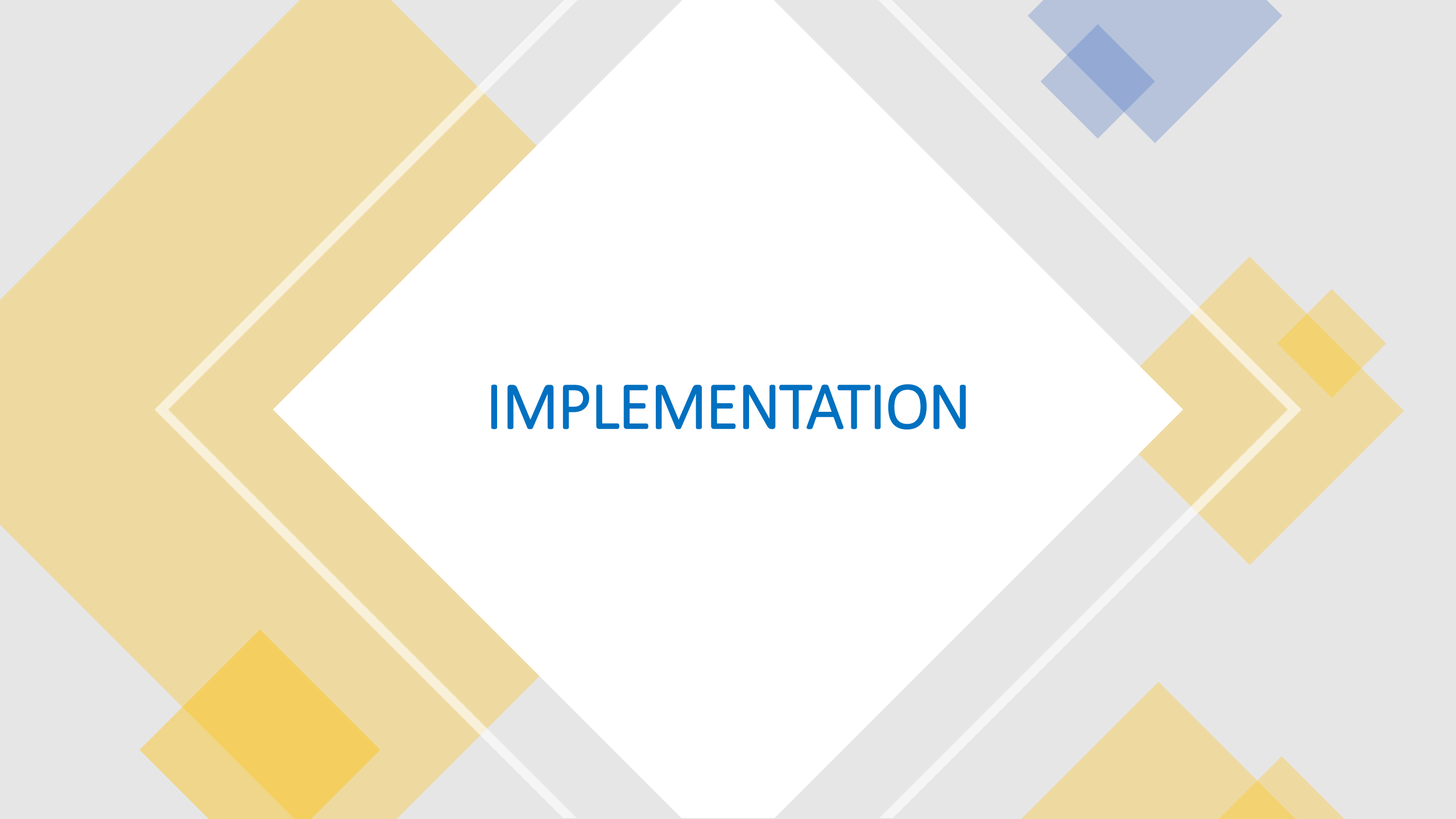
I can use semi colons, colons or dashes to mark boundaries between independent clauses.

The direction (or slant) of my handwriting is consistent across a piece of work.

My handwriting is clear and legible every time I write.

I can choose the writing implement that is best suited for a task.

I can maintain holding a pencil/pen correctly.



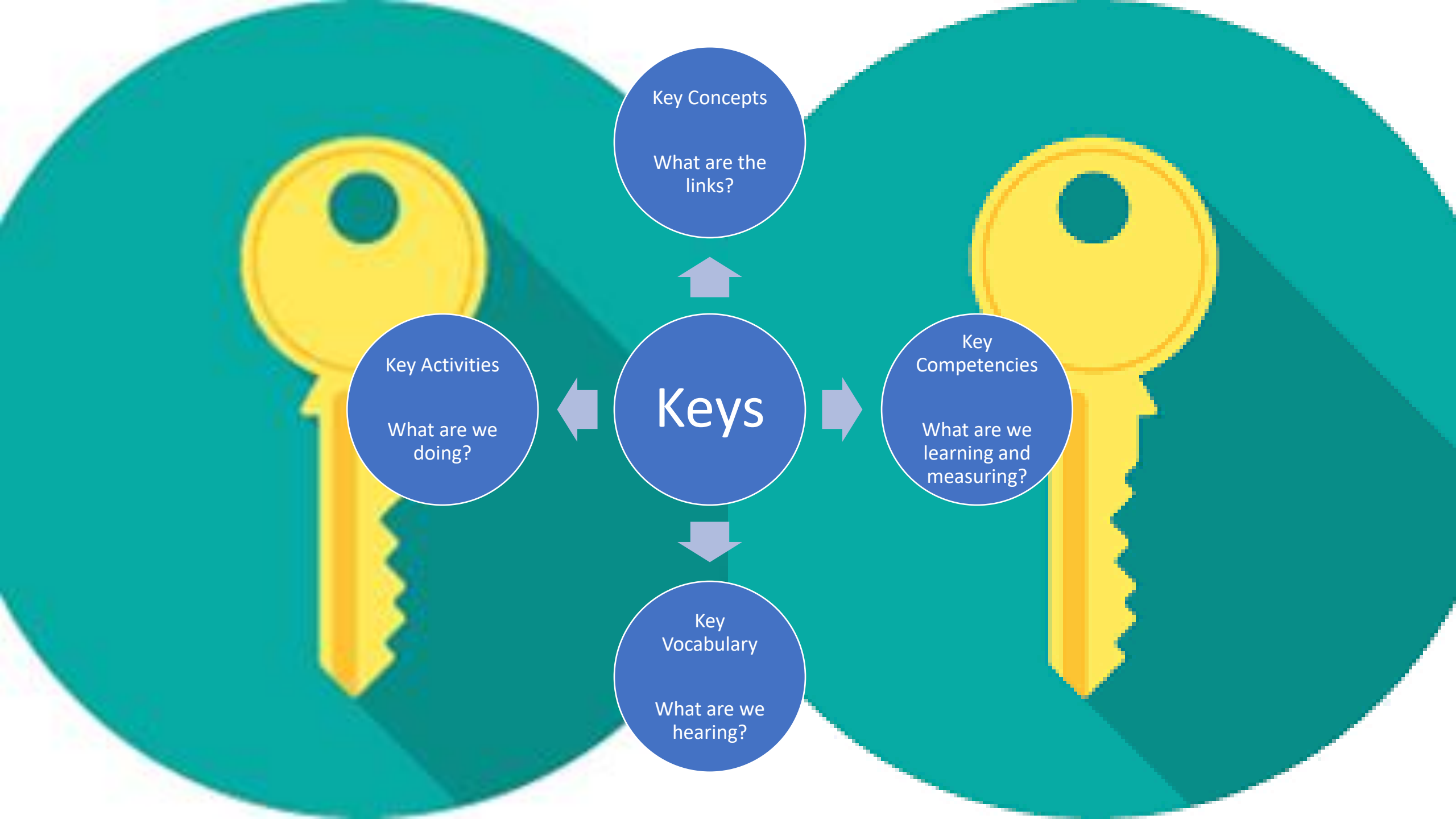
IMPLEMENTATION



TOPIC OVERVIEW

Year	Autumn	Spring	Summer
1	• Captions, Lists and Labels • Narrative – stories in familiar settings, diary • Non-Fiction – Fact Files and Reports	• Narrative – Stories with repeating patterns, stories from other cultures, poetry learnt by heart • Non-Fiction – Instructions, Letter writing • Narrative – Stories in Familiar Settings Non-Fiction Reports and Recounts	• Narrative – Traditional Tales, diary writing. • Non-Fiction – Non-Chronological Reports
2	• Narrative – Stories with familiar settings. • Non-chron reports about dragons/imaginary instructions • Narrative-description • Persuasive letter writing • Informal letter writing	• Diaries-recount, writing in role Writing stories • Narrative-stories from another culture • Non-chron report about meerkats	• Narrative-writing in role • Informal letter writing • Description and narrative • Narrative – traditional tales and traditional tales with a twist • Informal letter writing Moon reports
3	• Narrative – Stories with familiar settings. • Non chronological report – history link. • Recount - diaries • Narrative – stories with a familiar setting/ diaries	• Narrative – adventure and mystery • Informal Letters • Persuasive writing	• Recount – Diaries • Non-Chronological report • Narrative – Myths and Legends

4	• Aut 1: Narrative – stories with a historical setting Blists Hill trip • Aut 2: Nonfiction • Aut 2: narrative – stories from imaginary worlds Poetry - images	• Eyewitness account (history link) Sp1: setting description Sp1: Journalistic – newspaper report PoetrySp2: Narrative – stories from another culture • Sp2: Informal letters	• Kastner Su1: Narrative – stories with dilemmas Su1: Diary – recount • Su2: Explanation Su2: poetry
5	• Narrative– stories by significant authors • Non-fiction – formal and informal letters • Persuasive Journalistic Recounts – diaries • Recounts – diaries non-chronological reports	• Narrative– stories by significant authors Recounts – diaries Poetry A-Z Poetry – narrative Poetry- poetic style • Non-chronological reports Biography	• Narrative– stories by significant authors • Speech writing Journalistic Recounts – diaries Non-fiction – formal and informal letters • Narrative – older literature Classic stories Play scripts
6	• Biography • Diaries • Explanation text • Descriptive • Balanced arguments • Narrative – playscripts • Poetry – power of imagery	• Persuasive advert • Informal letter • Narrative – short story Journalistic – newspaper article • As above	• Narrative – flashbacks • Instructions • Formal letters • Speech writing • Poetry units



Year 1

Autumn 1

Captions, lists and labels
Narrative

Character Description

Autumn 2

Non-Chron Report
Narrative

Spring 1

Narrative-Story

Spring 2

Non-Chron Report
Narrative-Story

Summer 1

Character description
Narrative

Summer 2

Setting Description
Narrative

Writing – Autumn 1 Narrative, Character description

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Spelling: I can write what is read aloud to me, including tricky words and words that I have to sound out. Organisation: I can rehearse out loud before writing my ideas down. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose: I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult. Word: I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists Grammar: I can read my writing out loud clearly and check if it makes sense. I can use capital letters for names of people, and personal pronoun - I. I can begin to punctuate sentences, using a capital letter and a full stop. Handwriting: I can begin to form lower case letters in the correct direction, starting and finish in the right place. I can form capital letters. I can hold a pencil comfortably and correctly when sitting at a table. I can form digits 0-9, starting and finishing in the right place.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing.	1. How do lists help us? Children make lists of things for a seaside picnic and label images and photos with words and captions. 2. How do labels help the reader? Children use phonic understanding to label pictures from the story Billy's Bucket. Use capital letters for the names of people 3. How do you know it is a sentence? Children write sentences in response to images from the book – what is happening? What can you see? Sentence rules discussed and displayed. Rehearse what they want to write and begin to use classroom resources for support. 4. How can I retell a story for others? Using drama as a starting point the children retell the story of Billy's Bucket and make their own mini book using simple adjectives. 5. How can I describe a characters appearance? Collect words to describe Knuffle Bunny – create word banks and model how to use them. Label and describe characters from the story. Use capital letters for names. 6. Can I use interesting words? Using words from the word bank the children will write sentences based on images from the story. Label, list and caption images. 7. Can I write for others to read? Children use their understanding of the story to write a very simple and short story based on a lost toy. Reinforce story structure and use of description.

Writing + Autumn 2 Non-Chron Report, Narrative story

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Promote curiosity, enthusiasm and engagement Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves	Spelling: I can write what is read aloud to me, including tricky words and words that I have to sound out. Organisation: I can rehearse out loud before writing my ideas down. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose: I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult. Word: I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists Grammar: I can read my writing out loud clearly and check if it makes sense. I can use capital letters for names of people, and personal pronoun - I. I can begin to punctuate sentences, using a capital letter and a full stop. Handwriting: I can begin to form lower case letters in the correct direction, starting and finish in the right place. I can form capital letters. I can hold a pencil comfortably and correctly when sitting at a table. I can form digits 0-9, starting and finishing in the right place.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing.	1. What do I know about a topic? The children compare statements and decide if they are fact or fiction – discuss the meaning of factual. Children explore what they already know about a topic and write factual statements to demonstrate this. 2. How can a subheading help me organise my writing? Using the facts the children wrote they will compare the content and select which subheading it should be placed under – discuss why subheadings are helpful to readers 3. How can I show my understanding to the reader? Children create a non chron report about their chosen vehicle – use of subheadings and diagrams 4. What words can I choose to add description? Children investigate what adjectives are and how they can be used to change the noun. Children then apply understanding to their own writing. 5. Why is it important to plan a story? Children plan and write their own story – children use and to join ideas in their sentence writing and to support their understanding of using adjectives to describe. 6. Why do we need full stops and capital letters? Children compare writing that has punctuation and writing that has none. What difference does it make to the reader? Children learn the rules for application of punctuation Children begin to use capital letters and full stops in their fiction and non fiction writing

Writing – Spring 1 Narrative- Story

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils *read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Promote curiosity, enthusiasm and engagement Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves	Spelling: I can write what is read aloud to me, including tricky words and words that I have to sound out. I can spell the days of the week. I can spell words using the 40+ phonemes that I know. Organisation: I can rehearse out loud before writing my ideas down. My writing can be read without mediating. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose: I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult. Word: I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists Grammar: I can read my writing out loud clearly and check if it makes sense. I can use capital letters for names of people, places, days of the week and personal pronoun - I. I can begin to punctuate sentences question marks. I can begin to punctuate sentences, using a capital letter and a full stop. I can join words and clauses using the conjunction 'and'. Handwriting: I can begin to form lower case letters in the correct direction, starting and finish in the right place. I can form capital letters. I can hold a pencil comfortably and correctly when sitting at a table. I can form digits 0-9, starting and finishing in the right place.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing.	1. Which words are worth saving? Children create an active word bank to use for their writing. Create sections for nouns, adjectives and verbs to use in their book creation. 2. Can I use ambitious vocabulary? Children use their word bank to create a counting book in the style of ‘We All Went On Safari’. Children follow a repeating pattern and use vocab to convey the wild animals seen. 3. How does punctuation change my writing? Children explore how sentences that end with question marks and exclamation marks convey different meanings to the reader. Children apply their understanding to informal letter writing in character as the main character of the story. 4. What story is hidden in the illustrations? Children look at how the illustrations give extra detail to the narrative told by the author. Can they find extra details that they can mimic in their own writing? Children describe characters and settings from the story. 5. Can we tell a good story? Children plan and retell the story of Handa’s Hen. Children use a simple structure and focus on description of characters and feelings.

Writing – Spring 2 Non-Chron report, narrative-story

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Organisation I can rehearse out loud before writing my ideas down. My writing can be read without mediating. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult Word I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists and sentence openers Grammar I can begin to punctuate sentences with exclamation marks and question marks. I can begin to punctuate sentences, using a capital letter and a full stop. I can join words and clauses using the conjunction 'and'. Spelling I can spell words using the 40+ phonemes that I know. I can spell most of the 100 high frequency words.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing.	1. How can I find out about a topic? Children research Owls through books, internet and video. Children will record what owls are, owls can and owls have. Children draft a non-chron report. 2. How can I present information to my audience? Children write a non-chron report on owls – including sub-headings, diagrams etc.. Children present what they know to their friends 3. How can I show how my character feels Children write in character to show how the character feels about waiting for the owl to come. The children concentrate on both what the character thinks and feels that night. 4. How can I add description to my story? Children use adjectives to describe the setting and characters in their own retell of White Owl, Barn Owl. 5. How can I use a story I know to help me write my own? Children use Owl Babies to help construct a narrative for their own story about baby birds. Children plan, write and share their stories.

Writing – Summer 1 Character Description, Narrative

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning.	Spelling: I can write what is read aloud to me, including tricky words and words that I have to sound out. I use the rules for adding -s and -es . I can add the suffixes - ed, -ing, -er, -est to root words. I can spell the days of the week. I can spell words using the 40+ phonemes that I know. I can spell most of the 100 high frequency words. I can use the prefix 'un'. Organisation: I can rehearse out loud before writing my ideas down. My writing can be read without mediating. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose: I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult. Word: I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists Grammar: I can read my writing out loud clearly and check if it makes sense. I can use capital letters for names of people, places, days of the week and personal pronoun - I. I can begin to punctuate sentences with exclamation marks and question marks. I can begin to punctuate sentences, using a capital letter and a full stop. I can join words and clauses using the conjunction 'and'. Handwriting: I can begin to form lower case letters in the correct direction, starting and finish in the right place. I can form capital letters. I can hold a pencil comfortably and correctly when sitting at a table. I can form digits 0-9, starting and finishing in the right place. Above to be completed during daily phonic lessons and individual reading with teacher/TA	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Punctuation – used to clarify meaning in writing.	1. How can I describe the main character? Children collect a range of adjectives that describe both appearance and personality. Children write descriptive sentences using simple adjectives and capital letters for names. 2. Can I write questions for my partner to answer? Children use their knowledge of the story to write quiz questions for their partner to answer. Children use capital letters, question marks and capital letters for names. 3. How can I show how my character feels Children write in character to show how the character feels about a visit from Nancy. Children use simple describing words and conjunctions. 4. How can I add description to my story? Children use adjectives to describe the setting and characters in their own retell of Nancy and Mr Dry Bones 5. How can I learn a story to retell? – children use Pie Corbett techniques to make story maps, retell and adapt the story of the Three Billy Goats Gruff. 6. How can I use a story I know to help me write my own? Children use Pie Corbett techniques to adapt the structure of the story to construct their own narrative with new characters.

Writing – Summer 2 Setting Description, Narrative

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught to write sentences by: * saying out loud what they are going to write about composing a sentence orally before writing it * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. * Leave spaces between words * Join words and joining clauses using and * Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Nurture respect for others and value differences within our school community. Grow an awareness of civic responsibility and global citizenship. Develop new learning and understand the impact on ourselves, the school and the wider community.	Spelling: I can write what is read aloud to me, including tricky words and words that I have to sound out. I use the rules for adding -s and -es . I can add the suffixes - ed, -ing, -er, -est to root words. I can spell the days of the week. I can spell words using the 40+ phonemes that I know. I can spell most of the 100 high frequency words. I can use the prefix 'un'. Above to be completed during daily phonic lessons and individual reading with teacher/TA Organisation: I can rehearse out loud before writing my ideas down. My writing can be read without mediating. I can use a simple structure in my writing e.g. beginning, middle and end or instructions in the right order. I can write more than one sentence about an idea. Purpose: I can convey basic information and ideas through appropriate word choices. I can share what I have written with an adult. Word: I can use some basic descriptive language - colour, size, simple emotions. I can make some appropriate word choices from word banks, class lists Grammar: I can read my writing out loud clearly and check if it makes sense. I can use capital letters for names of people, places, days of the week and personal pronoun - I. I can begin to punctuate sentences with exclamation marks and question marks. I can begin to punctuate sentences, using a capital letter and a full stop. I can join words and clauses using the conjunction 'and'. Handwriting: I can begin to form lower case letters in the correct direction, starting and finish in the right place. I can form capital letters. I can hold a pencil comfortably and correctly when sitting at a table. I can form digits 0-9, starting and finishing in the right place.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Punctuation – used to clarify meaning in writing.	1. How can I describe characters and settings? Children collect a range of adjectives that describe both appearance and personality. Children write descriptive sentences using simple adjectives and capital letters for names. 2. Can I punctuate sentences carefully? Children investigate punctuation in the texts they read. Correct simple punctuation mistakes in pairs and then apply understanding to their own writing. 3. How can I show how my character feels Children write in character to show how the character feels about a visit from Anancy. Children use simple describing words and conjunctions. 4. How can I add description to my story? Children use adjectives to describe the setting and characters in their own retell of Anancy and Mr Dry Bones 5. How can I learn a story to retell? – children use Pie Corbett techniques to make story maps, retell and adapt the story of the Anacy and Mr Dry Bones 6. How can I use a story I know to help me write my own? Children use Pie Corbett techniques to adapt the structure of the story to construct their own narrative with new characters.

Year 2

Autumn 1

Narrative-Story writing
Character description

Poetry

Autumn 2

Non-Chronological Report
Persuasive Letter
Recount

Spring 1

Description
Narrative
Instructions

Spring 2

Diary
Letters
Recount

Summer 1

Recount
Description
Narrative

Summer 2

Character Descriptions
Letter Writing
Narrative

Writing – Autumn 1 Narrative-Character description, Narrative story, poetry

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	<u>Spelling</u> -To know how to use phonic skills to break words down and help spell words. -To know different spelling strategies to remember common exception words. To use a suffix correctly in my writing and how they are used. (-ed, -ing, ment, -ness, -ed etc)	Phoneme, grapheme, split diagraph, blend, segment, tricky words, key words, suffix, prefix	<u>Weekend News (Autumn term intervention)</u> Baseline 13.9 to target set, including photos of initial phonics dictation session. Weekly intervention to work on basic sentence construction of the past tense. Children plan ideas and use past tense verbs to help secure understanding of how to formulate a sentence. Group children accordingly (1:1 support, scaffolding, under copying/over copying, independent writers). Past tense comparison on 18.10, including phonics dictation-pictured at front of book.
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.	<u>-Organisation/Purpose</u> -To create a plan to help structure my writing -To compare two pieces of contrasting writing -To use conjunctions to link ideas together -To use conjunctions to explain ideas -To know how to use a simple structure --To know who writing is for (the intended audience) and write about real events	Story, author, illustration, text, sentences.	<u>The Secret Sky Garden (two weeks)</u> Using picture stimulus to create noun phrases, focusing on key vocab (nouns, adjectives, verbs, determiner). Using conjunctions to explain ideas (e.g., how a character feels and why-encourage children to justify their reasoning using clues from illustrations to help.) Creating and describing their own secret garden using adjectives to add interest. Children need to develop confidence and feel free to make phonetically plausible attempts at spelling.
Vocabulary, grammar and punctuation	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.	<u>Word, Grammar</u> -To understand the past and present tense and how to use this successfully -To construct simple sentences – to know how to use punctuation correctly I can write a sentence using a capital letter and full stop	Nouns, adjectives, verbs, determiner.	<u>Tatty Ratty (two weeks)</u> Baseline story writing assessments this to compare at the end of the the half term. Creating own version of the story using their own toy from home. Character description, writing about own experiences of lost toys.
Handwriting	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.	<u>Handwriting</u> To know how to form letters correctly , relative size , use some strokes in writing. I can form lower case letters of the correct size, relative to one another <u>Editing and redrafting</u> -To reread work outloud to check for mistakes **Spelling-To be taught daily in phonics	Coordination- or, and, but Subordination- when, if, that, because	<u>The Queen's Hat by Steve Attorney</u> Character description of the Queen (from text). Comparison of real Queen-children to write their opinions. Hotseat the Queen-the Queen comes to school for a visit-chn to create a list of questions to ask her, after drama, write list of statements. Children to retell story in their own words, then use text to innovate and create their own story, using original structure as a guide. Create set of instructions-hw to make a cup of tea for the Queen. Use text to link to Lonon topic-what is information? Where do we find out information? Purpose? Create facts about London in Curriculum.
				Assessment opportunities: weekly, low-stake spelling quizzes (words sent home). Comparison of first piece of writing to last piece. Free write sessions, whiteboard work, phonics sessions, weekend news construction.

Writing - Autumn 2 Recount, narrative, diary entry, letters

Planning; drafting; sharing; evaluating; revising and editing; Publishing

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	<u>Pathway 1: Spelling</u> **Spelling-To be taught daily in phonics -I can use suffixes correctly in my writing (-ed, -ing, ment, -ness, -ed etc) -I can begin to use some simple contractions in my writing and can explain why they are used (it's, can't, won't, don't) <u>Pathway 2: Organisation</u> -I can create a plan to help structure my writing -I can compare two pieces of contrasting writing -I can use conjunctions to link ideas together and explain ideas (subordination and coordination) -I can apply a simple structure in my writing <u>Pathway 3: Purpose</u> -I can write about real events -To compare different styles of writing and language -I can create a story with a beginning, middle and end <u>Pathway 4-Word</u> -I can use interesting adjectives and adverbs to describe -I can show evidence of simple similes <u>Pathway 5-Grammar</u> -I can understand the past and present tense and how to use this successfully -I can construct simple sentences – to know how to use punctuation correctly (? ! , in a list .) -I can punctuate sentences correctly using a capital letter and full stop <u>Pathway 6-Handwriting</u> I can form letters correctly, relative size , use some strokes in writing. I can use spacing between words that reflects the relative size of the letters. I can form lower case letters of the correct size, relative to one another. <u>Editing and redrafting</u> -To reread work outloud to check for mistakes	Adverbs Adjectives Poetry Poem Entertain Paint a picture Hear, smell, taste, feel Mighty, monstrous, pity, terrifying, Nouns, adjectives, verbs, determiner. Coordination- or, and, but Subordination- when, if, that, because Capital letter, full stop, finger space, question mark, exclamation mark. Command, statement, question,	<u>Weekend News (Autumn term intervention continued)</u> Baseline recount writing-in English books, children to write a recount of their half term holiday. Poetry: After listening and responding to a range of poems about fireworks based around Diwali and Bonfire Night, children to use adjectives and adverbs to describe how fireworks move. Model and encourage children to use adjectives and adverbs to describe. Description. Using key text George and the Dragon, children to learn new, vocab from text (e.g. mighty, miserable, pity, valley, monstrous and use in sentences. Explore use of similes in text-children to create their own simple similes after designing their own dragon with special powers. Then create detailed description of dragon from story, drawing on previously learnt vocab and simile work. Narrative Retell story of George and the Dragon using plan to support ideas. Children have the freedom to create new setting, hook and character. As a class create a 'what I could include check list'. Diary Entry Creative writing-using video Writing inspiration- The Great Fire of London Discovery Education children to write an extract from a diary in role. Read a range of diary entries to create a class toolkit. Factual Writing Linked to topic and to encourage reluctant boys to write, chn to write factual sentences about GFOL-higher ability writers to structure this as a non-chron report. Letter Writing and Persuasion -Grammar focus using conjunctions to link ideas, children to explain their favourite crayon and use conjunctions to explain reasoning. Create wanted poster for missing blue crayon-focus on descriptive sentences to inform the reader. Children to write letters to persuade Blue Crayon to come back to the crayon box, justifying their reasons. Invent their own character who quits from 2KA e.g. the day the gluestick quit-write a letter in role. Children to plan, write and record detailed letter to Father Christmas (See Christmas Letter.pdf (sharepoint.com) planning). Recount Class to take part in a train ride to the Polar Express-children to write a recount of this event. Assessment opportunities: weekly, comparison of first piece of writing to last piece and initial letter writing and last.
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.			
Vocabulary, grammar and punctuation	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.			
Handwriting	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.			

Writing – Spring 1 Description, Narrative, Diary, Instructions

Planning; drafting; sharing; evaluating; revising and editing; Publishing

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	<u>Planning and drafting</u> -To identify the features of different text types -To show an increasing awareness of the audience and purpose of writing and organisation of writing -Recognise and use a range of sentence forms, (statement, question, exclamation and command) -To retell key texts using story maps and story plans to sequence ideas and key events -To generate vocab banks, using interesting vocab.	Diary-opening, first person, interest, past tense, feelings, emotions, informal, conversational, questions, exclamations, inner thoughts	<i>January baseline-Recount of Christmas holiday</i> <u>Quality Writing using of key texts:</u> <u>The Tiger Who Came to Tea by Judith Kerr.</u>
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.	<u>Evaluating and Sharing</u> <u>Organisation/Purpose</u> -To know how to use conjunctions to link ideas together -To understand that there are different styles of writing -To know how to use a simple structure -To know writing needs to be clear and simply organised -To know who writing is for (the intended audience) and write about real events	Story, author, illustration, text, sentences. The Tiger Who Came to Tea specific vocab (suddenly, milkman, grocer, swallowed, mouthful, hungry, supper, café, bought).	Sentence construction-Create speech/thought bubbles and captions to explain what is happening at key points in the story. Encourage children to use subordination and coordination to expand ideas, using punctuation correctly. Description-Look at various character profiles-chn to work with a partner to evaluate their effectiveness. Chn to then create role on the wall to collect vocab to describe the Tiger. Chn to create a character description of the tiger. Narrative-Retell Chn to create class story map and use Pie Corbett actions to retell the story orally then publish in English books. -will retell the story in their own words, ensuring there is a beginning, middle and end. <i>Innovation</i>-children to use original story structure to create their own version e.g.-The Snake who came for supper. Write final piece as a report piece and share with a friend from another class. Free writing/Extension for GDS writers-What happened before the tiger game to tea? Celebration of work through class writing books, class blog and proud walls-writing for younger children.
Vocabulary, grammar and punctuation	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.	<u>Word, Grammar</u> -To know how vocabulary can interest the reader. I can use tense accurately. -To develop the use of expanded noun phrases. -To understand the past and present tense and how to use this successfully -To know how to use punctuation correctly and consistently <u>Spelling</u> -To know how to use phonic skills to break words down and help spell words. -To know different spelling strategies to remember common exception words. -To know what a suffix is and how they are used. (-ed, -ing, ment, -ness, -ed etc) <u>Revising and Editing</u> -To know how to reread work out loud -To understand what coherence means-'Is my writing coherent? -To be able to self-correct and edit and improve my work (GDS)	Audience, effect, intrigue, similies, suspense, structure, sequence	<u>Emily Brown and The Thing by Cressida Cowell</u> Narrative-Children to invent and create an alternative ending to the story after analysing, reading and exploring the text. Instructions-How to get a good night's sleep-children to create a set of imaginary instructions for the character The Thing who struggles to sleep. Children to plan, orally rehearse their instructions before writing-publish as a 'self-help guide on class blogs. Extension-apply these skills in DT-chn to create instructions detailing how to make a dream catcher, explaining the purpose of them and traditional use of them. Information text-non-chron report. Using text as a hook, children to create an informative report detailing how to keep body healthy (link to Science learning) Children to plan their own subheadings. Keeping my body healthy - BBC Teach
Handwriting	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.		Coordination- or, and, but Subordination- when, if, that, because Capital letter, full stop, finger space, question mark, exclamation mark. Command, statement, question,	

Writing – Spring 2 Diary, Letter, Recount

Planning; drafting; sharing; evaluating; revising and editing; Publishing

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	<u>Planning and drafting</u> -To identify the features of different text types -To show an increasing awareness of the audience and purpose of writing and organisation of writing -Recognise and use a range of sentence forms, (statement, question, exclamation and command) -To retell key texts using story maps and story plans to sequence ideas and key events -To generate vocab banks, using interesting vocab. <u>Evaluating and Sharing</u> <u>Organisation/Purpose</u> -To know how to use conjunctions to link ideas together -To understand that there are different styles of writing -To know how to use a simple structure -To know writing needs to be clear and simply organised -To know who writing is for (the intended audience) and write about real events <u>Word, Grammar</u> -To know how vocabulary can interest the reader. To know what a suffix is and how they are used. (-ed, -ing, ment, -ness, -ed etc) I can use tense accurately. -To develop the use of expanded noun phrases. -To understand the past and present tense and how to use this successfully -To know how to use punctuation correctly and consistently <u>Spelling</u> -To continue to use phonic skills to break words down and help spell words. -To know different spelling strategies to remember common exception words. <u>Revising and Editing</u> -To know how to reread work out loud -To understand what coherence means-'Is my writing coherent? -To be able to self-correct and edit and improve my work (GDS)	Phoneme, grapheme, split diagraph, blend, segment, tricky words, key words, suffix, prefix Story, author, illustration, text, sentences. Book specific vocab-ebony, mountain, foot of mountain, village, villagers, Kenya, Kenyan, shone, ebony with emotion, awash with teas, remained, stood still, echoed, silent, wept, celebration Meerkat, mob, patches, body, Kalahari desert, burrow, pups Coordination- or, and, but Subordination- when, if, that, because Capital letter, full stop, finger space, question mark, exclamation mark. Command, statement, question,	<i>March baseline-Recount of half term holiday</i> <u>Quality Writing using of key texts:</u> <u>Lila and the Secret of Rain and Meerkat Mail</u> Sentence construction-Writing prediction and inference sentences, punctuating correctly. Create speech/thought bubbles and captions to explain what is happening at key points in the story. Encourage children to use subordination and coordination to expand ideas, using punctuation correctly. Description-Look at various character profiles and setting descriptions- which is the most powerful why? Look at work choice, pull apart and examine closely. Children to create a character and setting description of Lila and the Kenyan village where Lila lives. Children to create simple noun phrases e.g. The hot, scorching sun. Model how to create these and then look at images and illustrations form the text to create a word bank. Encourage children to use challenging vocab from the text. In Meerkat Mial, children to create a character description of Sunny. Narrative-Retell Chn to create class story map and use Pie Corbett actions to retell the story orally then publish in English books. -will retell the story in their own words, ensuring there is a beginning, middle and end. <i>Innovation</i>-children to Celebration of work through class writing books, class blog and proud walls-writing for younger children. Diary Entry –How does Lila feel when the rain won't come? Letter writing-cross curricular letter writing-write a letter to a child in The Gambia. Can children write in role as Sunny from Meerkat mail, explaining he is missing home? Recount-Write about a real event using pictures and videos to support sequencing of events. Write a recount of trip to Wild Zoo. After zoo visit, there may be an opportunity to write factual information about meerkats after observing them in real life. <u>Handwriting</u> To know how to form letters correctly , relative size , use some strokes in writing. William Shakespeare Facts- Write a simple fact file linked to Shakespeare Week
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.			
Vocabulary, grammar and punctuation	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.			
Handwriting	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.			

Writing – Summer 1 Recount, Description, Narrative

Planning; drafting; sharing; evaluating; revising and editing; Publishing

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	<u>Planning and drafting</u> -To identify the features of different text types -To show an increasing awareness of the audience and purpose of writing and organisation of writing -Recognise and use a range of sentence forms, (statement, question, exclamation and command) -To retell key texts using story maps and story plans to sequence ideas and key events -To generate vocab banks, using interesting vocab. <u>Evaluating and Sharing</u> <u>Organisation/Purpose</u> -To know how to use conjunctions to link ideas together -To understand that there are different styles of writing -To know how to use a simple structure -To know writing needs to be clear and simply organised -To know who writing is for (the intended audience) and write about real events <u>Word, Grammar</u> -To know how vocabulary can interest the reader. To know what a suffix is and how they are used. (-ed, -ing, ment, -ness, -ed etc) I can use tense accurately. -To develop the use of expanded noun phrases. -To understand the past and present tense and how to use this successfully -To know how to use punctuation correctly and consistently • To use interesting adjectives to describe a character. • To use an adverb to describe how a character moves. • To use interesting adjectives to describe a setting. I can use a simple simile. <u>Spelling</u> -To continue to use phonic skills to break words down and help spell words. -To know different spelling strategies to remember common exception words. To use a question mark and full stop correctly. <u>Revising and Editing</u> -To know how to reread work out loud -To understand what coherence means-'Is my writing coherent? -To be able to self-correct and edit and improve my work (GDS)	Phoneme, grapheme, split diagraph, blend, segment, tricky words, key words, suffix, prefix Story, author, illustration, text, sentences. Coordination- or, and, but Subordination- when, if, that, because Capital letter, full stop, finger space, question mark, exclamation mark. Command, statement, question, Island, Grandad, grandparents, Instructions- carefully, slowly, imperative verbs	<u>Quality Writing using of key texts:</u> Recount-recount of Easter holiday Plan ideas and use the past tense consistently in writing. Use this as a baseline for writing. Grandad's Island by Benji Davies-Key Text Description After children have interrogated the text and illustrations of Grandad, children to collect adjectives and phrases they like. Children to use their role on the wall to describe the way Grandad looks and his personality. Children to have large images of the setting and have an immersive drama session using sound effects to imagine they are on the island. Children to use a high quality image in English books to create a description of the setting. Use ambitious vocabulary to create a detailed character description Narrative-opening After children have used story maps and orally learnt the story, children will write the opening of Grandad's Island in English books. Children to use drama to imagine what Syd would say to his Grandad before they say goodbye. Record responses on speech bubbles for working wall. Show video of Benji Davies talk about his own writing process Grandad's Island Centre for Literacy in Primary Education (clpe.org.uk) What would our class writing process be? Letter writing in role After drama session, children to write in role as Grandad- using image from the end of the book as a stimulus. Then, they will write a letter to Grandad; thanking him for a wonderful time on the island and explaining how much he will miss him. Instruction writing (one off hook lesson) Look at sets of instructions –compare and contrast. Children to be given an oreo biscuit/custard cream-talk about all the different ways we eat them. Use advert as a stimulus https://www.youtube.com/watch?time_continue=6&v=PUUCYepLudw&feature=emb_logo Children to write their own set of instructions-how to eat an oreo.
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.			
Vocabulary, grammar and punctuation				
Handwriting	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.			
	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.			

Writing - Summer 2 Character Description, Letter Writing, Instructions, Narrative

Planning; drafting; sharing; evaluating; revising and editing; Publishing

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Transcription	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing.	- To write simple, coherent narratives about personal experiences and those of others (real or fictional) - To write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required - To be able to use present and past tense mostly correctly and consistently - To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses - To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others and spell many common exception words - To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - To use spacing between words that reflects the size of the letters - To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - To make simple additions, revisions and proof-reading corrections to their own writing - To use the punctuation taught at key stage 1 mostly correctly^ - To add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	Story, author, illustration, text, sentences. Coordination- or, and, but Subordination- when, if, that, because Capital letter, full stop, finger space, question mark, exclamation mark. Command, statement, question, Instructions- carefully, slowly, imperative verbs	<u>Quality Writing using of key texts:</u> Recount-recount of Half Term holiday (baseline to form writing targets for this half term) Key Text: Jack and the Beanstalk and Jim and the Beanstalk Narrative-Story Writing Introduce key vocab and spend time exploring key vocab and once text has been introduced, children to learn Pie Corbett version of the story using pre-prepared story maps. Children to then explain what has happened so far in the story they have read- 'Jack and the Beanstalk'. Children to then innovate and create their own version. -Free writing, If I had a beanstalk and character description. Use drama to explore. Character Description Focus on the giant-use role on the wall to develop and generate vocab as a class. Children to create character description-as an extension for GDS-they can create a comparative piece on Jack. Letter writing-advice to the giant Hook-the giant is actually trying to make friends as he is lonely. Can children give him advice-how to be a good friend. Model and encourage children to use questions. Book Review After reading Jim and Jack and the Beanstalk, children to create a book review of their favourite book, explaining why. Key Text: Amelia Earhart, Little People Big Dreams Fact writing for WTS, Non-chron report for EXS and GDS Children to write factual information about Amelia Earhart. Encourage GDS writers to generate their own sub-headings, and then self-correct and edit work using purple pens. Key Text: Man on the Moon Diary entry-Diary entry in role as the Man on the Moon (walk up slowly, tidied the rocket quickly etc using time connectives). - Instruction writing (one off hook lesson) Look at sets of instructions –compare and contrast. Children to be given an oreo biscuit/custard cream-talk about all the different ways we eat them. Use advert as a stimulus https://www.youtube.com/watch?time_continue=6&v=PUUCYepLudw&feature=emb_logo Children to write their own set of instructions-how to eat an oreo.
Composition	Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age-appropriate vocabulary, grammar and punctuation.			
Vocabulary, grammar and punctuation	Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities.			
Handwriting	Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.			

Year 3

Autumn 1

Setting Description
Narrative
Non-Chronological Report

Autumn 2

Setting Description
Character Description
Narrative
Poetry

Spring 1

Narrative-story
Non-Chronological Report
Letters

Spring 2

Letters
Narrative-Retell a myth

Summer 1

Non-Chronological Report
Narrative

Summer 2

Diary
Setting
Letter
Poetry

Writing- Narrative – Autumn 1 Setting Description, Narrative, Non-Chron

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - organising paragraphs around a theme Word - in narratives, creating settings, characters and plot Grammar - extending the range of sentences	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Year 2 revision To spell the simple homophones/near homophones Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks -To use commas in a list, question marks and exclamation marks Word I can use adjectives to describe a character. I know how to choose vocabulary that is interesting and creates a clear image to the reader. Grammar I can use a range of sentence openers. Word To know how to choose vocabulary that is interesting and gives a clear image to the reader. I can write details in my story. Organisation I can make additions, revisions and improvements in my writing.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non-fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe	Cold writing task – Children given title and first paragraph for Stone Age Boy. Teacher to assess classes needs. How would our writing be different if there were no adjectives? Recap/learn what an adjective is. Then look at images of the boy from the story. Identify nouns for description. Discuss use of adjectives and their suitability. Children to select adjectives to describe. Children describe setting from the Stone Age scene. Children evaluate use of adjectives using zone of relevance. Children list adjectives and compare them before using them. Why is it important to have different sentence openers? Children identify sentence starts from text. Children write own sentences using varied sentence starts. Children create their own sentence. Using images from the text children recap plot. Children then choose adjectives for each part of the story. Discuss word choices and suitability. Plan their writing. Using plan from previous day and pictures from the story. Children write retell of the story using adjectives and paragraphing. Then children begin editing their work. Teacher model how to improve sentences. Children analyse and improve their own sentences.

Writing- Narrative – Autumn 1 Setting Description, Narrative, Non-Chron

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - assessing the effectiveness of their own and others' writing and suggesting improvements - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Organisation I can plan what I write. Word I can use adjectives to describe. Organisation I can make additions, revisions and improvements in my writing.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Conjunction – a word used to connect clauses Non chronological report – Non fiction writing not in chronological order Subheading – a heading for a subsection of writing Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe	How do existing story structures help us to invent new ones? Children to create plan for adaptation of the Stone Age Boy. The boy will land on an alien planet. Children decide on their alien and their planet. Then choose adjectives to describe for each part of their story. Children use the story that they know to invent their own story. Children to analyse and compare their work with others and edit their work to improve.

Writing – Non Chronological Report – Autumn 1 Setting Description, Narrative, Non-Chron				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - organising paragraphs around a theme Grammar - extending the range of sentences	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Grammar I can use interesting ways to start my sentences. Organisation I can think about and plan what I write. Organisation I can write about one topic in a paragraph.	Non-chronological report Non fiction Information Paragraphs Headings Sub-heading Caption Labels Diagrams Pictures Adjectives Punctuation Rhetorical Questions	Children to look at a range of non-chronological reports to identify features and understand what they already know. How can I share my knowledge of the Stone Age with others? Children identify sentence starts in non – chronological reports. Children create their own sentences using sentence starts. Children plan and create their own non-chronological text about the Stone Age.

Writing- Voices in the Park – Autumn 2 Setting and Character Description

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - organising paragraphs around a theme Word - in narratives, creating settings, characters and plot Grammar - extending the range of sentences	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Year 2 revision Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can use connectives to add detail. I can plan what I write. Purpose I can show how the character feels. I can say how the character felt. I can describe the place in detail. I can describe the character in detail. Word Grammar I can edit my writing to check that it makes sense I can proof read for errors.	Recount - A recount text is a piece of writing that gives details of an event that has happened. Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses	How do we know how a character feels? Children to recap features of a recount. Identify how authors show not tell a character's feelings. Identify dad's feelings in a diary. Children write Charles diary entry. <u>Diary.</u> Children to edit and improve diary entry sentences together. They analyse work and identify errors. Children to edit and improve sentences alone. Children to edit and improve their own work. How would our writing be different if there were no adjectives? Children identify nouns for the setting. Children to look at pictures from the story setting and identify adjectives to describe the setting. Introduce 2A sentences. Some children write 2A sentences. Other children write sentences to describe the setting. <u>Setting Description.</u> Children look at adjectives that create effect and mood. Children use adjectives to create certain moods. Children select adjectives to describe the girl. Children write character description of Smudge. <u>Character description.</u> Children identify connectives. Children identify connectives in sentences. Children add connectives to sentences using appropriate connectives. Children create sentences using connectives.

Writing- Gorilla – Autumn 2 Narrative

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - assessing the effectiveness of their own and others' writing and suggesting improvements Vocab, grammar and punctuation. - extending the range of sentences with more than one clause by using a wider range of conjunctions	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Year 2 revision Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. I can use conjunctions to add detail. Purpose I can use verbs to describe. I can use adjectives to describe. Word I can choose words for effect. Grammar I can edit my writing to check that it makes sense I can proof red for errors. I can use a range of sentence starts.	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action	Why do we need an exciting opener? Children to look at the story pattern. Children choose vocabulary to use in their retell. Children to create a plan to use to write their story. Children to look at word choices and up level and improve their word choices. Children to help model story opener. Children to write story opener using planning sheet and up levelled word choices. Children write story. Retell. Children to edit and improve sentences spotting errors Why do we need to use different sentence starts? Children to identify sentence starts. Create a class list of sentence starts. Children to write their own diary as if they are Hannah using a variety of sentence starts. Diary. Children identify verbs. Children improve verbs and adjectives in paragraph. Children to rewrite a paragraph of the story using verbs and adjectives. Children to identify nouns for a penguin. Children to choose appropriate words to describe a penguin. Children to select appropriate verbs to describe a penguin's movement. Create their own word bank and use their words in sentences to describe the penguin's movement. Character description. How would our writing be different if we had no conjunctions? Children to identify conjunctions. Children to add conjunctions to sentences. Children to write an adaptation using conjunctions. Adaptation of the story.

Writing- Poetry – Autumn 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition • discussing and recording ideas • composing and rehearsing sentences orally	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Year 2 revision Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing - Purpose I am beginning to understand how to write for different audiences and different purposes. I can include relevant, imaginative detail Word I can choose words for effect. Grammar I can edit my writing to check that it makes sense I can proof red for errors.	Punctuation – used to clarify meaning in writing. Verse - A Verse is a collection of metrical lines of poetry. Shape poem -A shape poem is a poem that is shaped like the thing it describes. Rhyme - Rhyme means words that sound the same or similar in their endings Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action	How do poems make us feel? Children to evaluate shape poems. Children identify features of shape poems. Children to evaluate poems. Children to plan their own poem . Identify the words that describe a Christmas tree. Children to up level words and phrases to describe. Children to plan their poem and shape. <u>Shape poem</u> Children perform poem to their class.

Writing- The Great Kapok Tree – Narrative – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - organising paragraphs around a theme Word - in narratives, creating settings, characters and plot Grammar - extending the range of sentences - learning how to use both familiar and new punctuation correctly - using fronted adverbials - using and punctuating direct speech	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Organisation I can describe the place in detail. I can use adverbs to describe. I can retell stories I am familiar with using adverbs/verbs. I can plan what I write. Purpose I can include relevant, imaginative detail - e.g. direct speech. Word Grammar I can edit my writing to check that it makes sense I can proof red for errors. I can make additions, revisions and improvements to my writing	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	How does the reader know where the story is set? Children look at language used in the text. Children use senses to create own word bank. Children write setting description for the rain forest. <u>Setting description</u> Children look at animal movement and identify verbs that suit each animal from the story. Introduce adverbs and how these effect the meaning of verbs. Children write sentences to describe animals movement. Children write a retell of the story using verbs and adverbs and adjectives from previous lessons. <u>Retell.</u> Children to edit and improve sentences together. They analyse work and identify errors. Children to edit and improve sentences alone. Children to edit and improve their own work. Children learn how to use speech marks for direct speech. Identify speech marks and punctuation used. Write sentences adding own punctuation and then create sentences with correct use of speech marks. Children plan their own re write of The Great Kapok Tree. They change the setting to the forest. Thinking of animals they may find – adjectives, verbs, adverbs and speech. Children write their own story based upon The Great Kapok Tree. <u>Story</u>

Writing- Non Chronological Report – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - assessing the effectiveness of their own and others' writing and suggesting improvements - evaluating their writing with the teacher and other pupils - organising paragraphs around a theme Vocab, grammar and punctuation. - extending the range of sentences with more than one clause by using a wider range of conjunctions	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Organisation I can plan what I write. I can use conjunctions to add detail. I can make additions, revisions and improvements to my writing Purpose I can use verbs to describe. I can use adjectives to describe. Word I can choose words for effect. I can use appropriate words to support the text type Grammar I can edit my writing to check that it makes sense I can proof red for errors. I can use a range of sentence starts.	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	How do we find out information about animals? Children recap features of a non-chronological report. Children watch videos and find information about pandas. Children make a plan to create their own report. Identifying and focusing on important technical language. Children make a word bank of technical language. Children write a non-chronological report about pandas. <u>Non-chronological report.</u> Children to become unicorn experts. To create their own unicorn and generate all information needed to teach people where different types of unicorns live, what they eat and look like etc. Children identify interesting sentences starts. Use suitable sentence starts in their own sentences. Then write their report using interesting sentence starts. <u>Non-Chronological report.</u> Children to edit and improve sentences together. They analyse work and identify errors. Children to edit and improve sentences alone. Children to edit and improve their own work.

Writing- River Ran Wild – Letters – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition • discussing and recording ideas • composing and rehearsing sentences orally	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Year 2 revision To spell the simple homophones/near homophones Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing - Purpose I am beginning to understand how to write for different audiences and different purposes. I can include relevant, imaginative detail Word I can choose words for effect. Grammar I can edit my writing to check that it makes sense I can proof read for errors.	Punctuation – used to clarify meaning in writing. Verse - A Verse is a collection of metrical lines of poetry. Shape poem -A shape poem is a poem that is shaped like the thing it describes. Rhyme - Rhyme means words that sound the same or similar in their endings Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action	How did people communicate before telephones? Cold write letter. Children continue letter after half term

Writing- River Ran Wild – Letters – Spring 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - organising paragraphs around a theme Word - in narratives, creating settings, characters and plot Grammar - extending the range of sentences - learning how to use both familiar and new punctuation correctly - using fronted adverbials	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Year 2 revision To spell the simple homophones/near homophones Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural -To use commas in a list, question marks and exclamation marks Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing - Purpose I can write an engaging opening for my letter. I can show my feelings in a letter. I can use similes to create clear images for the reader. <u>I can write details in my letter describing the places.</u> Word I can choose words for effect. Grammar I can edit my writing to check that it makes sense I can proof read for errors.	Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Simile - a way of describing something by comparing it to something else using 'like' or 'as', usually in an interesting or imaginative way.	How did people communicate before telephones? Cold write letter. Look at features of a letter. Recap. Look at various letter openings. Identify features. Children write openings and rewrite in same lesson improving their opening. <u>Letter Opening.</u> Recap similes. Children finish sentences to create similes. Children create own similes for picture from river ran wild to describe the setting. Children look at model letters and identify feeling words. Collect list of feeling words. Hot seat as a child from the camp. Thanking the trader for bringing them wares. <u>Letter</u> Recap adjectives. Identify things they could describe around the river. Children write a letter to a friend describing how the river looks now it is clean again. <u>Letter</u>

Writing- Myths – The day the world began. – Spring 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - assessing the effectiveness of their own and others' writing and suggesting improvements - evaluating their writing with the teacher and other pupils - organising paragraphs around a theme Vocab, grammar and punctuation. - extending the range of sentences with more than one clause by using a wider range of conjunctions	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community. .	Organisation I can describe the place in detail. I can use adverbs to describe. I can retell stories I am familiar with using adverbs/verbs. I can plan what I write. Purpose I can include relevant, imaginative detail - e.g. direct speech, description of a setting and feelings, humour, surprise or suspense. am beginning to understand how to write for different audiences and different purposes. Word My vocabulary is interesting and provides some clarity for the reader e.g. stumble instead of walk Grammar I can edit my writing to check that it makes sense I can proof read for errors. I can make additions, revisions and improvements to my writing	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	Learn the story pattern from the myth – The day the world began. Children create a story map thinking about descriptive language you can use. Children create plan to write retell of the myth adding adjectives, verbs and adverbs. Identify prepositions. Retell the myth using prepositions and plan. <u>Retell - Myth</u> Plan adaptation of the day the world began changing character and instruments. Look at emotion start sentences. Children rewrite myth using emotion start sentences, adjectives, verbs, adverbs and prepositions. <u>Adapted Myth</u> Edit and improve their myth.

Writing- This Morning I met a Whale – Non-chronological Reports/Narrative – Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - Organising paragraphs around a theme Grammar - extending the range of sentences - learning how to use both familiar and new punctuation correctly - using fronted adverbials Composition - 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing – I can group similar information together in paragraphs in non fiction writing. I can describe the place in detail. I can use adverbs to describe. I can retell stories I am familiar with using adverbs/verbs. Purpose I can include relevant, imaginative detail - e.g. direct speech, description of a setting and feelings, humour, surprise or suspense. Word My vocabulary is interesting and provides some clarity for the reader e.g. stumble instead of walk Grammar I can write and punctuate complex sentences using a wider range of prepositions and conjunctions - e.g. although, if. I can use a range of different sentence starters. I can edit my writing to check that it makes sense	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	Watch a news report about a whale being found in the Thames. Children list events in chronological order. Children write a blog post reporting the events. <u>Blog Post</u> Gather facts about whales and organise into sub headings. Add our own facts. The children match pictures and captions of whales. Children create their own captions for pictures of whales. Children edit and improve their captions. <u>Captions.</u> Children identify synonyms for said. Children improve synonyms for said. Children create their own synonyms for said. Children use facts to create plan for a non-chronological report on whales. Children write a non-chronological report on whales. <u>Non – chronological report.</u> After sharing the story of This Morning I met a Whale. Children create a plan to retell the story from the boys point of view. What they saw in the places the whale took him. Describing the settings and the animals they saw. <u>Retell Narrative</u> The children then look at other issues around the world effecting animals habitats. Adapting the story, by changing the animal. that arrives at school to tell the children about the problems animals around the world are facing. The children plan and write their adapted version of the story. <u>Adaptation Narrative.</u>

Writing- Narrative – This Morning I Met A Whale continued – Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Composition - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - assessing the effectiveness of their own and others' writing and suggesting improvements - evaluating their writing with the teacher and other pupils - organising paragraphs around a theme Vocab, grammar and punctuation. - extending the range of sentences with more than one clause by using a wider range of conjunctions	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Organisation I can describe the place in detail. I can use adverbs to describe. I can retell stories I am familiar with using adverbs/verbs. I can plan what I write. Purpose I can include relevant, imaginative detail - e.g. direct speech, description of a setting and feelings, humour, surprise or suspense. am beginning to understand how to write for different audiences and different purposes. Word My vocabulary is interesting and provides some clarity for the reader e.g. stumble instead of walk Grammar I can edit my writing to check that it makes sense I can proof read for errors. I can make additions, revisions and improvements to my writing	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	Cold write – children write a story based upon an adventure in an ocean. Children write a retell of part of the story where the child is taken to different places via the whales mind and things they whale has seen is shown to the child. Children focus on emotive adjectives. Retell Children write an adaptation of the story based upon things they have seen in our world and the things that are endangering our planet. Narrative Adaptation

Writing- Lucky Dip Animation – various genres. – Summer 2 Diary, setting, letter

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - Organising paragraphs around a theme Grammar - extending the range of sentences - learning how to use both familiar and new punctuation correctly - using fronted adverbials Composition - 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing. I can group similar information together in paragraphs in non fiction writing. Grammar I can write and punctuate complex sentences using a wider range of prepositions and conjunctions - e.g. although, if. I can use a range of different sentence starters. I can edit my writing to check that it makes sense I can proof read for errors. I can edit my writing to check that it makes sense.	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	Watch animation children describe the setting. Making a choice of the location. Choosing words for effect and to create a mood. Setting description Children write a diary entry of the little girl in the animation. Telling her friend all about her adventure at the fair. Describing the fair ground. Explaining their feelings at the fair. Diary. The children will plan a letter from the character with the pins in his head to his friend telling him about his adventure at the fair. Children write the letter including conjunctions , adjectives and feelings. Letter.

Writing- Poetry – Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Organisation - Organising paragraphs around a theme Grammar - extending the range of sentences - learning how to use both familiar and new punctuation correctly - using fronted adverbials Composition - 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	-Spelling Add suffixes to longer words –eg. Ment, ful, less, ly -Use of apostrophe for plural I can spell the next 22 sets of homophones/near homophones e.g. accept/except. Organisation I can plan what I write. The organisation reflects the purpose of the writing – I can group similar information together in paragraphs in non fiction writing. Grammar I can write and punctuate complex sentences using a wider range of prepositions and conjunctions - e.g. although, if. I can use a range of different sentence starters. I can edit my writing to check that it makes sense I can proof read for errors. I can edit my writing to check that it makes sense.	Punctuation – used to clarify meaning in writing. Paragraph - section of a piece of writing, indicated by a new line Adjective - words that are used to describe Conjunction – a word used to connect clauses Verb - A verb is a word used to describe an action Adverb - are words that usually modify the meaning of verbs.	Read various cinquain poems. Spot features of poems. Play games counting syllables. Come up with words matching syllables. Create own cinquain poems based upon theme. Cinquain Poem Read various Haiku poems. Identify features. Look at format and identify patterns. Children create own Haiku poem. Haiku Poem

Year 4

Autumn 1

Recount

Persuasion

Setting Description

Poetry

Autumn 2

Biographies

Narrative

Spring 1

Diary

Persuasion

Spring 2

Informal letters

Narrative

Summer 1

Diaries and Narrative

Summer 2

Mythical stories and Explanations

Writing (Plan, Draft, Share, Evaluate, Revise and Edit, Publish) – Autumn 1

Recount and Persuasion , Setting Description

Poetry

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	Pathway 1 Spelling: I can use the possessive apostrophe correctly in regular and irregular plurals - e.g. children's shoes and girls' shoes. Pathway 2 Organisation: In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion. I can plan how to structure my writing to meet the purpose. Pathway 3 Purpose: I can evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements. Pathway 4 Word: can use adventurous and varied vocabulary to engage the reader. I can use a choice of pronouns or nouns to avoid repetition. I can use a thesaurus to improve my choice of words and to expand my vocabulary. Pathway 5 Grammar: I can use commas after fronted adverbials. I can use and punctuate direct speech with inverted commas.	<u>Y3 Recap</u> LO: To spell words ending in - tion, -sion, -cian, -ssion. To apply my learning of features to create my own poem. <u>Y4</u> LO: I can explain the features of a recount and create my own. LO: I can use a comma after a fronted adverbial. LO: I can use past tense verbs correctly. LO; I can organise my writing into paragraphs. LO: I can use varied vocabulary and sentence openers in my writing. LO: I can choose my words carefully (language) to create a given atmosphere. LO: I can use expanded noun phrases to describe a setting. LO: I can use exaggeration in my writing. LO; I can use a range of rhetorical questions to engage the reader. LO: I can vary my sentence structures in my writing to engage the reader. LO: I can use my knowledge of persuasion to create my own persuasive advert.	Exaggeration Rhetorical questions Paragraphing Summarising Conclusion Catchy introduction Fronted adverbial phrases Time connectives Past tense verbs Baltic Eerie Waxy-faced Matron Porter Confined Exhausting Oakum Gruel	RECOUNT TEXTS Explore the features of a recount and write in role as Jim from the workhouse, focusing on the use of emotive language, descriptive vocabulary, time connective phrases and the past tense. Edit and improve and publish in best. PERSUASIVE TEXTS Explore the features of a persuasive text and write an advert persuading someone to visit the workhouse. Focus on the use of rhetorical questions, exaggeration, expanded nouns and fronted adverbial phrases. Edit and improve to then publish for an audience. SETTING DESCRIPTION Children to create own setting description of workhouse using bbc clip video diary of a child in the workhouse. Explore language use of different atmospheres – game to infer what kind of atmosphere/mood is created here showing how word choices influence our mood. Create opposite moods in a passage POETRY Poetry day Using their reading, create their own poetry around the theme of ‘choice’ Use figurative language in their poems.

Writing – Autumn 2

Biographies and Narrative

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	Pathway 1 Spelling: I can use the possessive apostrophe correctly in regular and irregular plurals - e.g. children's shoes and girls' shoes. Pathway 2 Organisation: In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion. I can plan how to structure my writing to meet the purpose. Pathway 3 Purpose: I can evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements. Pathway 4 Word: can use adventurous and varied vocabulary to engage the reader. I can use a choice of pronouns or nouns to avoid repetition. I can use a thesaurus to improve my choice of words and to expand my vocabulary. Pathway 5 Grammar: I can use commas after fronted adverbials. I can use and punctuate direct speech with inverted commas.	<u>Y3 Recap</u> LO: To spell words ending in - tion, -sion, -cian, -ssion. To apply my learning of features to create my own poem. <u>Y4</u> LO: I can plan my ideas using a boxed diagram LO: I can use inverted commas to punctuate speech LO: I can create a successful story opening using fronted adverbial phrases LO: I can create a successful middle of a story using suspense LO: I can use simple, compound and complex sentences in my writing LO: I can include an embedded clause in my sentences. LO; I can recognise and explain different forms of poetry LO: I can identify and explain the use of a simile and metaphor. LO: I can create a conclusion by summarising the main points for the reader. LO: I can create an introduction explaining what is special about a person LO: I can write chronologically using time connectives LO: I can use paragraphs to organise my writing into themes	Suspense Ellipses Expanded nouns Time connectives Fronted adverbials Characterisation Setting Dialogue and action Influential Pioneer Destitute Missionary Cholera Penniless Orphaned Inspirational Admission	After exploring features of a narrative, and different beginning and ending types, children will plan, write and edit their own version of Street Child. They will change how/whether Jim escapes from the workhouse and will design their own ending. After editing and improving their work, they will publish this for an audience. Children will learn all about Dr Barnardo and how the story of Street Child is based on true events. They will research about Barnardo's work and inspiration, and use this along with their knowledge of biographies to create their own biography about Dr Barnardo to be shared with parents during our Victorian day. They will learn how to summarise and use paragraphs to organise their writing, they will learn how to sequence and connect their ideas and will learn a range of new vocabulary to improve their writing.

Writing – Spring 1

Diary and Persuasion

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing. Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age appropriate vocabulary, grammar and punctuation. Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities. Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.	Pathway 1 Spelling: I can use the possessive apostrophe correctly in regular and irregular plurals - e.g. children's shoes and girls' shoes. Pathway 2 Organisation: In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion. I can plan how to structure my writing to meet the purpose. Pathway 3 Purpose: I can evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements. Pathway 4 Word: can use adventurous and varied vocabulary to engage the reader. I can use a choice of pronouns or nouns to avoid repetition. I can use a thesaurus to improve my choice of words and to expand my vocabulary. Pathway 5 Grammar: I can use commas after fronted adverbials. I can use and punctuate direct speech with inverted commas. LO: I can use similes, metaphors and personification to describe a setting. LO: I can create an opening to a setting description using fronted adverbial phrases. LO: I can make editions and improvements to my vocabulary choices using a thesaurus. LO: I can use a range of figurative language to describe a volcanic eruption. LO: I can use a variety of simple, compound and complex sentences in my writing. LO: I can choose appropriate subheadings for a section of text LO: I can use connectives to signal the beginning of each new paragraph LO: I can use speech marks accurately for quotes in my newspaper. LO: I can use generalisers accurately in my writing when describing the eruption of Mount Vesuvius. LO: I can write a clear introduction, followed by logical points, drawing to a defined conclusion	Adjectives Synonyms Fronted adverbial phrases Commas Inverted commas Atmosphere Language Figurative language Similes Metaphors Personification Connectives Emotive language Subheading Caption Quotes Chronological order Adverbials of time Opinion and fact Generalisers Summarising	Identify the features of a setting description using our class model. Edit and improve an example opening using a success criteria. Step into a picture activity to support with using our senses to describe the eruption of Mount Vesuvius. Teach children tools to hook the reader into their text, how can we grab their interest? Why are commas needed after fronted adverbial phrases? How can we improve our adjective choices? Edit work using criteria through a 'London Underground' editing station. Collect facts for newspaper articles and identify the sections of their report using summarising. Use drama to interview eyewitnesses and use inverted commas to turn these into direct quotes. What is the difference between indirect and direct speech? Compare the effect of the two in a report. Plan ideas using a Pie Corbet box plan and their own success criteria made in reading lessons.

Writing – Spring 2

Informal Letters and Narrative Writing.

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	Pathway 1 Spelling: I can use the possessive apostrophe correctly in regular and irregular plurals - e.g. children's shoes and girls' shoes. Pathway 2 Organisation: In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion. I can plan how to structure my writing to meet the purpose. Pathway 3 Purpose: I can evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements. Pathway 4 Word: can use adventurous and varied vocabulary to engage the reader. I can use a choice of pronouns or nouns to avoid repetition. I can use a thesaurus to improve my choice of words and to expand my vocabulary. Pathway 5 Grammar: I can use commas after fronted adverbials. I can use and punctuate direct speech with inverted commas.	LO: I can use figurative language, in the style of Pullman, to describe the grotto. LO: I can identify and use a chatty style with contractions to shorten words. LO: I can write an informal letter in role as a character from the story. LO: I can create settings, insights into characters and develop plot through blending, rather than telling the reader. LO: I can use paragraphs to organise my stories into an introduction, build up, conflict and resolution. LO: I can create my own version of a story, keeping the theme and plotline the same. LO: I can evaluate my work and suggest improvements.	Informal Formal Chatty style Contractions Speech Slang/colloquial First person Connectives Introduction Conclusion Questions Characters Plot Suspense Resolution Climax Paragraphs Figurative language – simile, metaphor, personification, adjectives. Fronted adverbial phrases	Explore a variety of informal letters to understand the purpose and features found in each one. Children will use this then to create their own from the perspective of Lila. Through role playing, children to pretend to be Lila on her quest to the grotto and write in role to her father. When do you need to begin a new paragraph? How will you use language to create a certain tone? Using a Pie Corbett model, children to create their own version of this story, changing elements but keeping the same theme and plot. Edit sections together using a success criteria and key, and begin to plan their own story using boxed diagrams. How will you transport the reader to the grotto using your words and phrases carefully? How will you ensure the reader continues reading your story? Explore how this story is similar or different to Escape from Pompeii, Street Child and The Day the Giant Stirred. How does the writer use language to capture the reader's attention with his writing?

Writing: Diaries and Narrative – Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing. Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age appropriate vocabulary, grammar and punctuation. Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities. Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.	Pathway 1 Spelling Pathway 2 Organisation. Pathway 3 Purpose. Pathway 4 Word. Pathway 5 Grammar. LO: I can use expanded noun phrases to describe LO: I can edit and improve my work using a specific criterion LO: I can create settings, insights into characters and develop plot through blending, rather than telling the reader. LO: I can use figurative language to describe a setting. LO: I can use paragraphs to organise my stories into an introduction, build up, conflict and resolution. LO: I can create a successful opening using fronted adverbial phrases. LO: I can create my own version of a story, keeping the theme and plotline the same. LO: I can use time connective phrases to sequence my ideas LO: I know how to use personal pronouns correctly. LO: I know how to edit and improve my work using a specific criterion LO: I can use direct speech and use inverted commas to punctuate this LO: I can evaluate my work and suggest improvements. LO: I can add detail to my writing by using embedded clauses.	Genre specific: Berlin Neustadt Tram Villain Cornflower Playscript Sunday suit Timid Detectives Moral Bowler hat Dejected Mirage Apprehensive Relief	Retell our class model of a diary entry and pick apart the features together. Investigate what would happen if we took away one of the features, would it still have the same effect? Explore the features of a diary from personal pronouns, adverbials, paragraphs and time connectives to emotive language and colloquial devices, children to create their own in role as Emil. Use drama to support with teaching of speech marks and intonation. Edit and improve sections of their work using peer marking and our class checklist. Analyse the features of a narrative and using a Pie Corbett model, create their own version of Emil and the Detectives with their own version of Emil and the villain. Explore similes, metaphors, personification and expanded noun phrases to describe a setting. Explore a variety of story openings. Edit and improve sections of their work using peer marking and our class checklist.

Writing – Mythical Stories and Explanations – Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.	The writing curriculum aims for children to be inspired by a range of texts that give the opportunity for children to respond and communicate ideas through high quality writing. Children are taught, through quality modelling and careful planning to communicate in a number of genres, using challenging and age appropriate vocabulary, grammar and punctuation. Children will be taught the value of writing as a form of communication and always be given purposeful writing opportunities. Children will be able to handwrite fluently and legibly through careful teaching of Kinetic Letters.	Pathway 1 Spelling Pathway 2 Organisation. Pathway 3 Purpose. Pathway 4 Word. Pathway 5 Grammar. LO: I can use expanded noun phrases and determiners successfully to describe my own mythical character. LO: I know how to build tension using dialogue and short sentences. LO: I can use ambitious vocabulary to describe a setting from the past. LO: I know how to write my own myth story using a model. LO: I know how to edit and improve my work using spot marking. LO: I know how to use connectives to link paragraphs together. LO: I can use precise adjectives when writing my report. LO: I can use a comma after a fronted adverbial phrase. LO: I can use paragraphs to organise my information successfully. LO: I can use subheadings.	Immortal/mortal Dilemma and quest Imaginary world Priest Conflict Setting Characterisation Determiners Expanded noun phrases Precise adjectives Determiners Connectives Succinct Summarise	Introduce children to a myth and explain the features, remind children of Roman myth of how Rome was found. Share the story ‘The place of the prickly pear cactus’ Design their own god using expanded noun phrases and fronted adverbials. What would happen if our writing didn’t contain these descriptions? Teach children how to build suspense and characterisation, and how to blend dialogue with speech. Children to create a draft of opening to their myth. Using class model and other examples, children to create their own Aztec inspired Myth story. Allow time to edit and improve before writing it in best to perform to an audience. Plan their own explanation text using Pie Corbett model of retelling with actions using boxed diagram. Use facts retrieved during reading lesson about the making of chocolate. Children to edit and improve their work before writing in best to publish their work.

Year 5

Autumn 1

Selling Description

Persuasive Letter

Diary Entry

Autumn 2

Biography

Newspaper Article

Spring 1

Selling Description

Diary Entry

Spring 2

Selling Description

Letters

Summer 1

Non-Chronological Report

Character Description

Newspaper Article

Persuasive Text

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Spelling	In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use connectives, within a paragraph, to link the sentences -e.g. in addition, finally, therefore. Within paragraphs, I can sustain and develop my ideas around a topic sentence. I can blend dialogue with action and description to convey character and move the story forward. In my writing, the setting is used to create mood. I can use devices to engage the reader -e.g. repetition for effect, rhetorical question, etc. I can write in a given style successfully. I can manipulate sentence structures for effect, to suit the purpose.	LO: to analyse an author's techniques when describing settings.	Techniques	Setting description-vocabulary for effect, look at how the vocabulary has changed from when George thought it was exciting next door to when he is actually there. Figurative language is now used for a negative effect-‘nettles attacked him’ Children have copies of the setting description, ask them to annotate description, find similes, metaphors etc. Analyse the effect of the vocabulary and how it has changed the mood of the whole piece. Write new setting description of the garden whilst George is in it (scary, spooky setting) using own examples of figurative language to create effect. Teach how to use thesaurus to find synonyms and antonyms. Editing lesson, children to have a copy of their writing and edit spelling and punctuation errors and also evaluate the effectiveness of their figurative language choices. Explain the purpose of the editing is to create a final piece for the class blog. Children to write a letter from George to his parents persuading them to let him have a TV and a reply from his parents saying no, demonstrating their very different points of view. Write a persuasive letter as either George or his parents and then read these out in class as a debate. Carry out hot seating activity to demonstrate points of view. Identify George’s dilemma, should he go next door to find the pig or not? Write a diary entry on the day that George goes next door and sees the computer for the first time. Carry out a conscience alley to determine his thoughts and feelings. Write final version of own story/ continue from part of the story with scientific information underlined and in footnotes like in the real version of the story. Continue the story from the ‘scientific oath’ that George takes when he wants to use the special computer.
Organisation		LO: to analyse how figurative and descriptive language is used to create effect.	Effect	
Purpose		LO: to generate relevant and ambitious word choices for effect when describing a setting.	Figurative	
Word		LO: to edit my work for spelling and punctuation errors and suggest improvements.	Persuasive	
		LO: to demonstrate a character’s point of view using persuasive features.	Dialogue	
		LO: to blend dialogue with action and description to convey character.	Description	
Grammar		LO: to plan a new version of a story (The George’s secret key to the universe)	Effectiveness	
		LO: to draft and edit my writing to check for grammar, spelling and punctuation.	Criteria	
		LO: to evaluate the effectiveness of my writing against the original criteria.	Paragraph	
		LO: to develop ideas around the main topic within a paragraph and edit my writing for punctuation and grammar errors.		

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Reading Spelling Organisation Purpose Word Grammar	Writing: I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can write in a given style successfully. I can manipulate sentence structures for effect, to suit the purpose. I can ensure the consistent and correct use of tense throughout a piece of writing. I can edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	<u>W1- Stephen Hawking biography</u> LO: to develop ideas around the main topic within a paragraph -Assessed piece. LO: to edit my writing for punctuation and grammar errors. <u>W2- Newspaper about events in book</u> LO: to analyse devices to engage in a newspaper article. LO: to analyse the use of a range of sentence structures - short, compound and complex. LO: to develop techniques to present issues and points of view. <u>W3- Newspaper about events in book</u> LO: to plan an article using devices to engage. LO: to write in a given style successfully (newspaper article) -Assessed piece. LO: to edit my writing for grammar, punctuation and spelling errors.	Biography Retrieve Edit Non fiction Engage Devices Rhetorical Style Purpose Headline Byline Paragraphs Non chronological Chronological Poetry Prose Theme Stanza	Week 1- Children to research, plan and write a biography about Stephen Hawking. Children to find out about his achievements, life and notable events before writing a biography about his life. Stephen Hawking chosen as author of our class text- George's secret key to the universe. Assessed piece- biography. Week 2- Children to focus on one main event in the GSKTU book- when George goes to space. Children to firstly summarise the main events in that section of the book. Children to then look at existing newspaper articles (first news) and determine the features and layout and how this links to the meaning. Focus on quotes and eyewitness accounts. Look at sentence structures within a newspaper and discuss why there is a variety used. Week 3- Children to plan and write their newspaper article about the events in the book. Children to apply knowledge from last week about the layout and purpose of newspapers and the summary of the main events and eyewitness accounts. Children to write assessed newspaper and then edit their newspapers to make improvements. Assessed piece: Newspaper article.

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity	
Reading	Writing: I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can write in a given style successfully. I can manipulate sentence structures for effect, to suit the purpose. I can ensure the consistent and correct use of tense throughout a piece of writing. I can edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	<u>W4- Non chronological reports.</u>	Non fiction	Week 4- Discuss that in the GSKTU book, non fiction reports about planets are interspersed with fiction events in the story. Explain that now we have been learning about the solar system in science, the children are going to write their own non chronological report. Children to decide on whole of solar system or particular planets to write about. Children to look at features of non chronological reports and find facts using non fiction sources.	
Spelling		LO: to analyse the features of non chronological reports.	Engage		
Organisation		LO: to analyse techniques used to engage a reader.	Devices		
		<u>W5- Non chronological reports.</u>	Style		
		LO: to plan paragraphs around a theme.	Purpose		
		LO: to write in a given style successfully (non chronological report)- Assessed piece	Paragraphs		
Purpose		LO: to suggest improvements to my own and others' writing.	Non chronological		
		<u>W6- Poetry</u>	Chronological		
		Word	LO: to analyse the audience and purpose of writing.		Poetry
			<u>W7-Poetry</u>		Prose
LO: to plan poetry by developing ideas around a theme.			Theme		
LO: to make ambitious vocabulary choices to enhance meaning. Assessed piece			Stanza		
Grammar		LO: to evaluate the effectiveness of vocabulary choices within poems and how it enhances meaning.		Week 5- Children to plan their paragraphs around topics e.g. one paragraph for each planet, and then plan and write their non chronological reports. Assessed piece- non chronological report and then edit and make improvements.	
			Week 6-Children to look at examples of poems written specifically for celebrations. Children to analyse the form and use of language in the poems.		
			Week 7- Children to write their own versions of celebration poetry and edit and improve. Assessed piece- poem.		

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Spelling Reading Organisation Purpose Word Grammar	I can use language features of a range of non-fiction text types and can use then to support understanding. I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts e.g. he has only mentioned the bad points about air travel! I can talk about the author's techniques for describing characters, settings and actions.	Grammar: Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify” Assessed piece of writing: Diary entry about a day or event in their holiday. Grammar: Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-” LO: to convey moods, feelings and attitudes using inference in a letter. Assessed piece of writing: informal letter LO: to evaluate the effectiveness of my own and others’ writing	Suffix Inference Narrative order Complications Moods Feelings Attitudes Chronology Passage Evaluate	Give each table a chapter each and make predictions about what might happen next. Mind map the main events and write a summary of each chapter so far. Talk about the settings in the story and list them. Record what we know and what we think on tell me grids. Write questions on the working wall. Re-focus on the settings and explain why are they important to the story line? Explain that the setting of the Isles of Scilly is a real place. Give children a map and label the important settings to the story. Research the setting using travel brochures and iPads. Children to create a travel brochure for the setting use maps, images and information. Give children images and ask them to order the events in the story so far using images and key word clues. Analyse how the author describes the characters in the text. Look at the different characters and analyse their points of view, are they similar or different? Look at different parts of the story, particularly the diary entries and record what the characters are thinking/feeling. Children to write letters from each of the characters. Analyse how characters feel at different points of the story- look at extracts of each part of the story and write how the character feels during that time. Letter- children to write a letter as either Laura or Billy using inference and feelings.

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Spelling Language Organisation Purpose Word Grammar	I can use language features of a range of non-fiction text types and can use them to support understanding. I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts e.g. he has only mentioned the bad points about air travel! I can talk about the author's techniques for describing characters, settings and actions.	Grammar: Indicating degrees of possibility using modal verbs: might, should, will, must LO: to analyse how expanded noun phrases convey relevant information concisely. LO: to use expanded noun phrases to concisely describe a setting. Assessed piece of writing- setting description LO: to develop my ideas around the main topic of that paragraph. LO: to proofread my writing for punctuation and spelling. Grammar: Brackets for parenthesis. LO: to analyse how sentence structure fits the genre and purpose of my writing, eg. short, compound, complex. LO: to use a variety of sentence structures in my writing to suit the genre of diary entries. LO: to analyse a range of devices, appropriate to the genre, to engage the reader, e.g. repetition for effect, rhetorical questions. LO: to apply the correct tense throughout my writing. Assessed piece of writing- final diary entry.	Parenthesis Context Expanded noun Proofread Genre Structure Complex Compound Short Rhetorical Repetition	Read the description of the setting in the book and analyse techniques used to describe the setting. Look for how the author uses figurative language and description to describe the setting. Teach how to use expanded noun phrases accurately and concisely. Give children a chance to write a setting description using some of the features of this week. Use the travel brochures and research from earlier in the unit. Children to write a setting description of Bryher during the storm using ambitious vocabulary, figurative language and expanded noun phrases. Show children some example diary entries and focus on devices specific to that genre. Decide whether the examples are effective or could be improved. What would make the diaries better? Spend time improving the diaries. Recap the different types of sentence structures from last half term. Write a series of sentences using different structures. At the end of the week write an extract from their diary entry and evaluate before writing the final one next week.

English – Spring 2 Context- **The wind in the willows** – Diary Entry, Character Description

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Reading Writing Drama- speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	LO: to generate questions about a book, including characters, plot and setting. Drama with REP LO: to draw inferences about how a character feels from their actions. World book day activities LO: to outline the chronology of events in a story. LO: to summarise the events in a chapter using more than one paragraph. LO: to use inference to analyse a character's thoughts and feelings. LO: to apply inference and my understanding of a character to my own writing. Assessed piece- diary entry Drama with REP LO: to use inference to explain a character's point of view. LO: to compare and contrast the points of view of two characters. LO: to debate different points of view of characters in a story. LO: to draw information about characters from different parts of the text to infer meaning. Assessed piece- character description	analyse debate chronology chronological order inference points of view higher order questions summarise summary infer	- Listen to the abridgements of the wind in the willows on https://www.bbc.co.uk/teach/school-radio/english-ks2-the-wind-in-the-willows-index/znnf4j Read the episode summaries and discuss who the main characters are and what questions we have. Discuss what we know about the story from the first chapter, who do we learn about and what do we discover? Record questions on working wall and in thought bubble in books. Develop higher order questioning using question stems. - Make a 'what do we know' grid about the characters so far in the book. What do we know about techniques used by the author? - Write a diary entry from the point of view of the main character, using information from the text to support this. Write a diary entry as Toad explaining how he feels about the day he saw the motorcar for the first time or mole about how he feels when he saw the world outside his house for the first time. - Children to create a character description of Toad, including a wanted poster for him stealing the car. Use vivid vocabulary to describe his personality and his crimes. - Compare and contrast the point of view of badger vs toad. Debate their points of view and why they feel like this. Choose a judge to decide Toad's fate.

English – Spring 2 Context- The wind in the willows – Newspaper Article

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Reading Writing Drama- speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	LO: to recognise ways in which writers present issues and points of view in fiction. LO: to generate effective vocabulary to create vivid images Drama with REP LO: to plan an effective setting description LO: to apply effective vocabulary to create mood in a setting description LO: to edit and evaluate my punctuation, vocabulary and spelling. LO: to understand how the structure and presentation of newspaper articles link to the meaning. LO: to analyse how language is used for effect in newspaper articles. Drama with REP LO: to analyse how reported and direct speech are used in newspapers. LO: to write in a given style successfully Assessed piece: Newspaper article. LO: to edit and improve my writing, making changes to vocabulary, grammar and punctuation.	analyse debate chronology chronological order inference points of view higher order questions summarise summary infer	- Issues- children to set up a court room scenario about Toad being arrested. Some children to be given Toad and some given other characters to be in role in court. - Immerse in setting descriptions about forests and woodlands. Re-read the section of the book about the wild wood and highlight key information and how vivid images are presented. - Children to watch videos and use figurative language to describe the wild woods in their own setting description. - Newspapers- children to analyse newspapers, their features and purpose. They will then write a newspaper article about the day that Toad gets arrested for stealing the car and then goes missing.

English – Spring 2 Context- Shakespeare week - Playscript

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Reading Writing Drama-speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	Shakespeare week • I can analyse and describe the styles of individual writers and poets. • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • To analyse some of the distinctive features of Shakespeare's language and how language has changed over time • To appreciate how characters, interact and create dramatic tension through their language and action	analyse debate chronology chronological order inference points of view higher order questions summarise summary infer	Suggested activities: BBC animated tales. Give each pupils a line from a play and ask them to greet each other with it in different ways (sadly, threateningly, affectionally) Explore unfamiliar vocab and words we use today that are from Shakespeare. Play a 'word loop' game, matching cards with phrases/sentences/lines of Shakespeare's original language to contemporary versions or explanations. Then compare the two in order to explore the language change over time. Can children learn and act out using Shakespearian insults? Explore a short duologue from a play and ask children to identify the pronouns, then ask them to perform part of the script. Use freeze---framing, hot--seating to explore a dramatic interaction between characters.

Writing – Summer 1

Context- The wind in the willows – Persuasive Text

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Purpose	I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc.	LO: to explain how language is used for effect in persuasive writing.	Persuasion	- Children are to analyse persuasive texts e.g. adverts, letters, competitions etc and identify the key features and language used. They are then to focus on the vocabulary used in a persuasive text. Children to analyse the effectiveness of a persuasive letter and make improvements to the vocabulary and structure using what they have learnt previously. - Children to plan their own persuasive text trying to persuade Toad to change his ways. Children to use the knowledge from what makes an effective letter and then include paragraphs, correct tense and persuasive devices in their letter.
Organisation	I can write in a given style successfully.	LO: to analyse a range of persuasive devices within a text.	Persuasive	
	I can manipulate sentence structures for effect, to suit the purpose.	LO: to make improvements to a persuasive text, including devices to engage the reader.	Devices	
Word	I can use connectives, within a paragraph, to link the sentences - e.g. in addition, finally, therefore. Within paragraphs, I can sustain and develop my ideas around a topic sentence.	LO: to plan how to organise my ideas into balanced paragraphs, linked by connective phrases.	Structure	
	I can use a thesaurus independently to choose words for deliberate effect.	LO: to edit and improve my writing, linking back to the original criteria.	Bias	
	My vocabulary choices are more thoughtful and enhance meaning	Assessed piece- persuasive text.	Opinion	
			Balanced	
			Criteria	
			Engage	
			Organisation	

English Context- The wind in the willows – Summer 2 – Persuasive Text

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Purpose	I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc.	LO: to explain how language is used for effect in persuasive writing.	Persuasion	- Children are to analyse persuasive texts e.g. adverts, letters, competitions etc and analyse the key features and language used. They are then to focus on the vocabulary used in a persuasive text. Children to analyse the effectiveness of a persuasive letter and make improvements to the vocabulary and structure using what they have learnt previously. - Children to plan their own persuasive text trying to persuade Toad to change his ways. Children to use the knowledge from what makes an effective letter and then include paragraphs, correct tense and persuasive devices in their letter.
Organisation	I can write in a given style successfully.	LO: to analyse a range of persuasive devices within a text.	Persuasive	
	I can manipulate sentence structures for effect, to suit the purpose.	LO: to make improvements to a persuasive text, including devices to engage the reader.	Devices	
Word	I can use connectives, within a paragraph, to link the sentences - e.g. in addition, finally, therefore. Within paragraphs, I can sustain and develop my ideas around a topic sentence.	LO: to plan how to organise my ideas into balanced paragraphs, linked by connective phrases.	Structure	
	I can use a thesaurus independently to choose words for deliberate effect.	LO: to edit and improve my writing, linking back to the original criteria.	Bias	
	My vocabulary choices are more thoughtful and enhance meaning	Assessed piece- persuasive text.	Opinion	
			Balanced	
			Criteria	
			Engage	
			Organisation	

Year 6

Autumn 1

Diary Entry

Description

Persuasion

Autumn 2

Explanation

Narrative

Spring 1

Explanation

Selling Description

Informal/Formal Letters

Spring 2

Selling Description

Letters

Non-Chronological Report

Persuasion

Playscripts

Summer 1

Persuasive Advert, Informal Letter, Non-Chronological Report, Diary

Summer 2

Informal Letter, Narrative, Biography, Non Chronological Report

English – Writing – Autumn 1 – Context – Rooftoppers - Diary Entry, Descriptive Writing, Persuasive Writing				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to write for a range of purposes, planning their writing by identifying the audience and selecting the appropriate form, using other similar writing as models for their own. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should be taught to: write legibly, fluently and with increasing speed. Pupils should be taught to use and understand grammatical terminology accurately and appropriately within their writing.	Pathway 1 Spelling – Pathway 2-organisation Pathway 3 Purpose Pathway 4 Word Pathway 5 Grammar Pathway 6 Handwriting	<u>Writing</u> L.O: To demonstrate my knowledge of the features of a diary entry in my writing L.O: To plan and produce a descriptive text using and applying my knowledge of descriptive features L.O: To plan and produce a persuasive text using all the key features of the genre <u>Grammar</u> L.O: To identify, explain and apply relative clauses. L.O: To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun L.O: To use and apply modal verbs to indicate degrees of possibility L.O: To indicate degrees of possibility using modal verbs [for example, might, should, will, must] L.O: To select adverbs to indicate degrees of possibility L.O: To demonstrate an understanding of brackets, dashes and commas to indicate parenthesis in sentences L.O: To generate expanded noun phrases to convey complicated information concisely L.O: To recognise and create sentences to include the perfect form of verbs to mark relationships of time and cause in sentences. L.O: To apply commas to clarify meaning or avoid ambiguity in writing <u>Spellings x 6 rules</u> L.O: To identify and apply patterns of ible/able spellings L.O: To articulate and apply spelling patterns ie/ei L.O: To show and utilise silent letter spellings L.O: To understand and implement homophone spellings L.O: To recognise and apply ant/ent spelling patterns L.O: To understand and utilise the spelling pattern for ance/ence/ancy/ency	Genre Text type Purpose Relative clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Perfect verb form Clarify meaning Ambiguity	<u>Suggested activities writing</u> Diary entry in the role of Sophie – allow me to introduce myself Descriptive writing – To write a description of Sophie packing to go Paris compare with how Charles would pack Persuasive writing – Simply the Best task to be taught and modelled. Nominating Charles to be simply the best person for Sophie. <u>Suggested activities grammar and focussed questions</u> Baseline Spag task. Identify the relative clause in this sentence. Which word is the relative pronoun? Can a relative clause be moved around in a sentence? Why not? Can the relative pronoun be omitted from this sentence? Why/why not? What is a modal verb? • What word class does a modal verb modify? • What are the three different uses of modal verbs? Where is the adverb in this sentence? • What type of words do adverbs indicating possibility modify? • Can an adverb to indicate possibility move within a sentence? What is parenthesis? • What punctuation marks can be used to add parenthesis to a sentence? • Can a bracket be used on its own or in a pair? • Can a dash be used on its own or in a pair? • Are the brackets used to add extra information or clarify information already in the sentence? • Is the extra information a main clause, a relative clause or a subordinate clause? <u>Suggested activities spellings</u> Pre test to address knowledge give spelling for revision and apply on Frida. Look at spelling rules and apply in context Recap on previous knowledge and expand Use wordsearchs/crosswords to aid application Anagrams of words – address misconceptions

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to write for a range of purposes, planning their writing by identifying the audience and selecting the appropriate form, using other similar writing as models for their own. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should be taught to: write legibly, fluently and with increasing speed. Pupils should be taught to use and understand grammatical terminology accurately and appropriately within their writing.	Pathway 1 Spelling – Pathway 2- organisation Pathway 3 Purpose Pathway 4 Word	Writing LO: I can compare and contrast characters in a text LO: I can plan the content and relevant devices to use in an explanation text. LO: I can use the features of an explanation text in my writing. L.O: I can apply learnt features in a narrative piece	Explanation Narrative Noun phrases Adverbial phrases Subjunctive Planning Compare Contrast Characters Features	Suggested activities writing Explanation Text – Based on chapters 11/12/13 children will record key information about rooftop running recording their findings under specific headings. Note-making will be modelled and encouraged to support the planning process. Children analyse a model example and identify features including spag which they will integrate into their plans. Children write their explanation text about rooftop running. Children write and edit their final piece against targets. Narrative – Children read chapter 17 and discuss key events that occur. Focus upon dialogue which advances the action in the chapter and children consider how Matteo would describe the events of the story. Role on the wall- children use this to plan out writing from his viewpoint. They need to consider how the event would be perceived from his point of view compared to that of the author. Children must write ensuring that they follow the same plot/ story in their own piece. Guided write with key group of LA – see weekly overview. Provide word banks and success criteria for the chn to refer and use as a checklist.

English – SPaG – Autumn 2				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should continue to write for a range of purposes, planning their writing by identifying the audience and selecting the appropriate form, using other similar writing as models for their own. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should be taught to: write legibly, fluently and with increasing speed. Pupils should be taught to use and understand grammatical terminology accurately and appropriately within their writing.	Pathway 1 Spelling - Pathway 4 Word Pathway 5 Grammar Pathway 6 Handwriting	Autumn 2 Spelling Rules & 5/6 word list words x 2 weekly Cial/tial ending & bruises/ bravery cious or tious tion/ sion cian Fer Grammar Embedded and relative clauses Prepositions Passive and active voice Embedded and relative clauses adverbs and modal verbs Punctuation Using colons and semi-colons accurately Speech- dialogue Direct and reported speech.	Embedded and relative clauses Prepositions Passive and active voice Embedded and relative clauses adverbs and modal verbs colons and semi-colons Speech- dialogue Direct and reported speech	<u>Suggested activities spellings</u> Pre test to address knowledge give spelling for revision and apply on Friday Look at spelling rules and apply in context Recap on previous knowledge and expand Use words earchs/crosswords to aid application Anagrams of words – address misconceptions PPTs on sharepoint using Headstart SPaG for scheme and resources Suggested activities grammar Retrieval activity - show examples and identify grammar, explain and apply in context. Play preposition song and game from grammasaurus Use spag.com and interactive games from BBC Use modal verb game to identify and apply Using paragraphs children to play the teacher /mark the work <u>Suggested activities punctuation</u> Using paragraphs children to play the teacher /mark the work Recap and use punctuation in context Direct and reported speech teach through dialogue - newspaper reports video

English - SPaG – Spring 1				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 Spelling (see English Appendix 1) Pupils should be taught to: 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.	Pathway 1 Spelling Pathway 2 Organisation Pathway 3 Purpose Pathway 4 Word Pathway 5 Grammar	<u>Week 1</u> LO: I can use and apply extended noun phrase LO: I can identify and apply in my writing simple past and present tense <u>Week 2</u> LO: I understand and can apply in context commas for parenthesis LO: I can identify and organise different word types into word classes <u>Week 3</u> LO: I understand and can identify past and progressive tense LO: I can identify and apply in my writing relative pronouns <u>Week 4</u> LO: I can recognise and apply standard English LO:I can use brackets, dashes or commas to indicate parenthesis <u>Week 5</u> LO: I can select passive verbs, when appropriate, to affect the presentation of information in a sentence. LO: I can recognise sentence structures that are appropriate for formal speech and writing <u>Week 6</u> LO: I can apply semi colons, colons or dashes to mark boundaries between independent clauses in sentences <u>Spellings</u> LO: I can spell all of the year 5 and 6 word list. LO:I can spell words with the endings -ible and -able. LO: I can regularly and independently apply use of a dictionary to check the spelling and meaning of words.	Expanded noun phrase Simple past and present tense Commas Parenthesis Past progressive tense Relative pronouns Standard English Year 5/6 word list Semi colons Colons Brackets Dashes Prefixes Suffixes Passive	Variety of activities to use for SPaG teaching – differentiated 2 ways for main teaching with all completing task 1 and challenge to move onto. Assessment questions used at the end of each topic to review learning. Homework set based on weekly Learning Outcomes for SPaG. Spelling words are uploaded onto Satchel for children to revise and learn in a test format reading for weekly spelling assessment. Recap and retrieve previous knowledge at the start of lessons <u>Spelling</u> Teach the rule and apply in different contexts - wordsearch / applying in context through sentences. Spelling tests on certain words each week including two words from the Key 5/6 wordlist. <u>SPaG</u> Teach grammar model using grammar in context and give opportunity for children to apply in sentences. When writing remind children to apply independently. Checklist and spelling lists provided for key chn SPaG.com topic selector used to revise and consolidate topics each week and for homework where necessary. <u>Punctuation</u> - teach and remind children of symbols and how to use and apply in sentences. Give opportunity to identify in context and then to apply in work. Achieve grammar books for worksheet Targeted question books Collins grammar HeadStart Punctuation and Grammar book resources used for whole class SPaG sessions weekly.

Writing – Spring 1 – Context – The Great Plague 1664-1666 – Explanation Text, Setting Description, Letters				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - 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	Pathway 1 Spelling - Pathway 2- organisation Pathway 3 Purpose Pathway 4 Word Genre focus: Focus upon text ‘The Great Plague 1664-1666’ ‘Plague Remedies’ ‘At the sign of the sugared plum’	<u>Explanation</u> L.O: I can analyse the key features of an explanation text L.O: I can demonstrate my knowledge to plan and write an explanation text Writing L.O: I can apply the features of an explanation text in my writing <u>Description</u> L.O: I can analyse select appropriate vocabulary and grammar for my work. L.O: I can demonstrate my knowledge by planning, writing and editing a description text L.O: I can edit and up level my writing by (individual targets) <u>Letter</u> L.O: I can analyse the features of an informal letter L.O: I can demonstrate my knowledge by planning my own informal letter L.O: I can apply my knowledge to write an informal letter <i>Other text types to be applied through curriculum subjects</i>	Genre Technical vocabulary Explanation Generate Edit Analyse Evaluate Author Character Evidence Description Informal letter	<u>Writing Lesson 1</u> – Retrieval - think link explanation text Recap over the facts known about the Great Plague so far – spider diagram the main information. Explain writing task to pupils – to produce an explanation about how to avoid catching ‘The Plague’. Share model example of this genre type with pupils. Analyse Highlight/discuss key features. Model effective planning for pupils using prompts. Shared write together. <u>Lesson 2</u> – pupils to demonstrate knowledge by produce draft one of their explanation – trying to include paragraphs to aid structure as well as a wide range of punctuation. Pupils to be reminded to use plans as a checklist whilst writing, with pupils stopping at various points within the lesson to assess the effectiveness of both their own and others writing. <u>Lesson 3</u> – Children to apply knowledge of features in own writing model the writing editing process to pupils – how to use a pencil/black pen to cross out and improve vocabulary choices using a thesaurus to help. Model how to re-write and improve sentences so that passages contain a wider range of sentence types. <u>Description Lesson 1</u> – view Hook video – the scene setter from Drury Lane. Paired partner task - pupils to note down what they can see, hear, feel using senses. Share model of descriptive scene setting paragraph with pupils. Discuss/recap descriptive writing techniques – figurative language, alliteration, imagery etc. Shared write descriptive paragraph together. Pupils to analyse and select appropriate vocabulary from example text. <u>Lesson 2</u> – pupils to demonstrate knowledge by produce draft one of their London Town scene setting paragraphs– trying to include descriptive techniques to interest as well as a wide range of punctuation. <u>Lesson 3</u> – model the writing editing process to pupils – how to use a pencil/black pen to cross out and improve vocabulary choices using a thesaurus to help. Model how to re-write and improve sentences so that passages contain a wider range of sentence types. Paired writing task – assess and proof read pieces for spelling/construction errors. Pupils to apply knowledge to write own description text <u>Letter Lesson</u> – Recap over the facts about the character Sarah within the extract ‘At the sign of the sugared plum’. Explain writing task to pupils – to write in role, imagining they are Sarah, writing a letter home to explain to her family about the situation in London. Share model example of this genre type with pupils. Children to analyse the features of a letters. Highlight/discuss key features. Model effective planning for pupils using prompts. <u>Lesson 2</u> Pupils to produce own plan for their piece demonstrating the knowledge of the features layout etc. Shared write together before pupils produce their own informal letter draft. <u>Lesson 3 and 4</u> - model the writing editing process to pupils – how to use a pencil/black pen to cross out and improve vocabulary choices using a thesaurus to help. Model how to re-write and improve sentences so that passages contain a wider range of sentence types. Paired writing task – assess and proof read pieces for spelling/construction errors. Children to independently apply skills to write own letter <i>Guided write with key group of LA – see weekly overview. Provide word banks and success criteria for the chn to refer and use as a checklist.</i>

English - SPaG – Spring 2				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 Spelling (see English Appendix 1) Pupils should be taught to: 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.	Pathway 1 - spelling Pathway 4 - Word Pathway 5 - Grammar	Week 1 L.O: I can identify and use adverbs in writing L.O: I understand and can use apostrophes for possession and contraction L.O: I can apply my skills to identify and use semi-colons in writing L.O: I can apply my skills to identify and use colons in writing Week 2 L.O: I can identify and use dashes in my writing L.O: I can understand the use of hyphens in sentences L.O: I can identify and use direct and indirect speech Week 3 L.O: I recognise and can use statements, commands and questions L.O: I understand and can use modal verbs in context L.O: I understand the types of punctuation to use for parenthesis Week 4 L.O: I can understand and recognise antonyms and synonyms L.O: I understand and can use standard English L.O: I can identify determiners Week 5 L.O: I can identify homophones L.O: I can identify subject, object and verb in a sentence L.O: I understand and can apply active and passive voice in sentences Spellings L.O: I can spell all of the year 5 and 6 word list. L.O:I can spell words with the endings -ible and -able. L.O: I can regularly and independently apply use of a dictionary to check the spelling and meaning of words.	Expanded noun phrase Simple past and present tense Commas Parenthesis Past progressive tense Relative pronouns Standard English Year 5/6 word list Semi colons Colons Brackets Dashes Prefixes Suffixes Passive	Variety of activities to use for SPaG teaching Recap and retrieve previous knowledge at the start of lessons HOMEWORK UNITS set USING SPaG.com weekly. Spelling Teach the rule and apply in different contexts - wordsearch / applying in context through sentences Spelling tests on certain words each week SPaG Teach grammar model using grammar in context and give opportunity for children to apply in sentences. When writing remind children to apply independently Punctuation - teach and remind children of symbols and how to use and apply in sentences. Give opportunity to identify in context and then to apply in work In class resources: Use of Spag.com to see different style questions Achieve grammar books for worksheet Targeted question books Collins grammar Use of rising star assessments Use of grammasaurus videos to embed knowledge of different areas

Writing – Spring 2 – Context – Cross Curricular – Letters, Explanations, Non-Chronological Reports, Persuasion

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - 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	Pathway 1 Spelling - Pathway 2-organisation Pathway 3 Purpose Pathway 4 Word	Letter L.O: I can analyse the features of an informal letter L.O: I can demonstrate my knowledge by planning my own informal letter L.O: I can apply my knowledge to write an informal letter Science L.O: I can apply my skills to write an explanation on how light travels History Non-chronological report L.O: I can summarise the main events of Tudor History Discussion text L.O: I can compare and contrast Tudor life to modern day PSHE L.O: I can apply my knowledge to write a persuasive leaflet	Genre Technical vocabulary Explanation Generate Edit Analyse Evaluate Author Character Evidence Description Informal letter	Letter Lesson - Recap over the facts about learning from history lesson about Tudor time and introduce the Battle of Bosworth—children to write in role, imagining they are Henry 7th, writing a letter home to his mother explaining the Battle of Bosworth and who has won. Children to discuss the effect on the country and how he feels about becoming King. Share model example of this genre type with pupils. Children to analyse the features of a letters. Highlight/discuss key features. Model effective planning for pupils using prompts. Lesson 2 Pupils to produce own plan for their piece demonstrating the knowledge of the features layout etc. Shared write together before pupils produce their own informal letter draft. model the writing editing process to pupils – how to use a pencil/black pen to cross out and improve vocabulary choices using a thesaurus to help. Model how to re-write and improve sentences so that passages contain a wider range of sentence types. Paired writing task – assess and proof read pieces for spelling/construction errors. Children to independently apply skills to write own letter Science - Children to write an explanation on how light travels and other observations from their knowledge. History - Children will compare and contrast Tudor life to life in the present day as a non-chronological report or balanced argument style piece of writing. They will consider: Jobs, schools, religion and entertainment. <u>Text 2</u> Chn will create a non-chronological report summarising the key events that led to the Tudor arrival and end to the English throne. An annotated timeline must feature in the text. History : Children will produce a fact file or create a power point presentation comparing and contrasting the reigns or multiple Tudor monarchs. PSHE - Research 'fair trade' and create pamphlet of companies that promote fair trading goods. Trying to persuade people to use fair trade companies.

Writing – Spring 2 – Context – Y6 Shakespeare Week – Playscripts

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise...rehearse, refine, share and respond thoughtfully to drama and theatre performances.'	Recognise all pupils as individuals and encourage positive self-worth and self-esteem. Promote curiosity, enthusiasm and engagement through a range of topics and themes. Encourage resilience and confidence to face challenges and tackle problems. Foster logical, creative and deep thinking to solve challenges and problems. Develop Independence and promote responsibility for learning. Nurture respect for others and value differences within our school community. Grow an awareness of civic responsibility and global citizenship. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves, the school and the wider community.	L.O: I can explain that texts reflect the time and culture in which they were written L.O: I can complete a study of an aspect or theme of British History L.O: To explore some of the great themes of Shakespeare's plays, such as kingship, romance and ambition <u>L.O: I can perform a news report in role showing my knowledge of the play</u>	Formal language Motive Ally Enemy Rage Annoyance Cruel Bitter Heroine/ hero Crime	<u>Activities</u> Explore different themes through freeze frames---give each group of children a card with a single theme (for example, ambition, greed, betrayal, romance, kingship) written on it and ask them to devise a tableau which exemplifies their word. Provide the children will short extracts from the play which demonstrate the themes. <u>Activity two</u> – Reading activity task. Chn read and annotate the text and complete the questions about The Tempest. The text/play script contains some Shakespearean insults. Teacher will explain to the chn that these are for comedic value. William Shakespeare was known for his witty put-downs and insults and these were intended to be performed in a comedic way in order to make this (rather dramatic) scene more light-hearted. <u>Activity three</u> Chn perform a news report about the disappearance of Alonso's ship. Chn have to consider the following points to plan and create their newspaper article. Think about the facts of the story and make notes on the following: • Who? • What? • Where? • When? • Why/how? • How are you feeling as a reporter being there? • Are there any details you know? <u>Activity four</u> Chn create a piece of artwork of the storm. Use prompt from the planning sheets to generate their own style and creation to represent eh storm. <u>Activity five</u> Imagine how Prospero and Ariel conjured up The Tempest itself. This magical spell could be written as a poem... Write your own magical spell to conjure up the storm. Work to be displayed in Y6 The Tempest display area.

Year 6 - English – Summer 1 - SPaG 6AM				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 Spelling (see English Appendix 1) Pupils should be taught to: 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.	Pathway 1 - spelling Pathway 4 - Word Pathway 5 - Grammar	L.O: I can apply my skills to identify and use semi-colons in writing L.O: I can apply my skills to identify and use colons in writing L.O: I can identify and use dashes in my writing L.O: I can understand the use of hyphens in sentences L.O: I can identify and use direct and indirect speech L.O: I understand the types of punctuation to use for parenthesis L.O: I understand and can apply active and passive voice in sentences <u>Spellings</u> L.O: I can spell all of the year 5 and 6 word list. L.O:I can spell words with the endings -ible and -able. L.O: I can regularly and independently apply use of a dictionary to check the spelling and meaning of words.	Commas Parenthesis Past progressive tense Standard English Year 5/6 word list Semi colons Colons Brackets Dashes Prefixes Suffixes Passive	Variety of activities to use for SPaG teaching Recap and retrieve previous knowledge at the start of lessons <u>Spelling</u> Teach the rule and apply in different contexts - wordsearch / applying in context through sentences Spelling tests on certain words each week SPaG Teach grammar model using grammar in context and give opportunity for children to apply in sentences. When writing remind children to apply independently Punctuation - teach and remind children of symbols and how to use and apply in sentences. Give opportunity to identify in context and then to apply in work Support (teacher/ outcome differentiation Use of Spag.com to see different style questions Achieve grammar books for worksheet Targeted question books Collins grammar Use of rising star assessments Use of grammasaurus videos to embed knowledge of different areas

Yr 6 Writing – Summer 1 – Context – Cross Curricular – Persuasive Advert, Informal Letter, Non-Chronological Report, Diary				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - 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	Pathway 1 Spelling - Pathway 2- organisation Pathway 3 Purpose Pathway 4 Word	<u>Genre – Persuasive advert – English</u> L.O: I can identify the features of a persuasive advert L.O: I can independently plan a persuasive advert L.O: I can independently write a persuasive advert for an intended purpose L.O: I can edit and improve my writing outcomes against my own success criteria <u>Informal Letter – English</u> L.O: To analyse the features of an informal letter L.O: To plan my writing independently (informal letter) L.O: To write an informal letter applying learned features L.O: To edit my writing against my own set of success criteria <u>PSHE – persuasive advert</u> L.O: I can explain and justify my global footprint <u>Science</u> <u>Non-chronological report</u> L.O: I can investigate how light enables to see colour L.O: I can investigate why shadows have the same shape as the objects that cast them. <u>Diary</u> L.O: I can write a diary in the role of a scientist (Isaac Newton) History <u>Playscript</u> L.O: I can apply my knowledge of the Tudor period to create a playscript	Genre Technical vocabulary Explanation Generate Edit Analyse Evaluate Author Character Evidence Description Informal letter	<u>English lessons:</u> Children will analyse the features of a persuasive text and create their own independent checklist to write their own piece against. Chn will edit their own writing using their success criteria with their peers, themselves and with their teacher. The advert will advertise Camp Green Lake which is the main setting for their Year 6 text, Holes. Study language features and persuasive techniques using examples and discussion. Class model created and then used to support completion of their independent piece. <u>Science</u> – Children to write up their investigation findings for two separate experiments linked to Shadow formation and refraction. explanation on how light travels and other observations from their knowledge.. Chn to follow the scientific method structure to write up investigation including hypothesis and conclusion. <u>History</u> - Children will work in groups to create a play script about the Tudors. Children can choose one aspect of the Tudor period, or summarise the term in a playscript that includes lots of key information. <u>PSHE</u> – Create advertisement on how to reduce global footprint.

Yr 6 Writing Summer 2 – Context – Cross Curricular – Informal Letter, Narrative, Biography, Non Chronological Report

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - 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	Pathway 1 Spelling - Pathway 2- organisation Pathway 3 Purpose Pathway 4 Word	<u>Genre – Informal Letter – English</u> L.O: To analyse the features of an informal letter L.O: To plan my writing independently (informal letter) L.O: To write an informal letter applying learned features L.O: To edit my writing against my own set of success criteria <u>Genre – Narrative – English</u> L.O: I can analyse a narrative and use to then independently plan a narrative piece of writing L.O: I can write a narrative piece applying learned features L.O: I can edit my work based on specific success criteria <u>Science</u> <u>Biography</u> L.O: I can write about the life of an influential scientist and the impact of their work in modern day <u>Chronological report piece</u> L.O: I can investigate the effect of differing voltages on a circuit L.O: I can plan my own investigation	Genre Technical vocabulary Explanation Generate Edit Analyse Evaluate Author Character Evidence Description Informal letter Investigation Biography First person Third person Personal Emotive Narrative	<u>English lessons:</u> Discuss features of an informal letter (link to Spag work) and write a letter from Stanley's perspective to his parents telling them how great Camp Green Lake is. Edit focus based on formative assessment. Read upto chapter 20. Reveal the end of the chapter (Mr. Sir in agony) and children to write the whole chapter themselves, considering author's techniques and attempting to emulate their style. <u>Science</u> – Children to write up their investigation findings for two separate experiments linked to Shadow formation and refraction. explanation on how light travels and other observations from their knowledge.. Chn to follow the scientific method structure to write up investigation including hypothesis and conclusion. <u>History</u> – Children will work in groups to create a play script about the Tudors. Children can choose one aspect of the Tudor period, or summarise the term in a playscript that includes lots of key information. <u>PSHE</u> – Create advertisement on how to reduce global footprint.



IMPACT

Year 1
Age Related Example

How to get ready for bed

You will need:

* Tim Tams
* tooth paste
* book

* Soap
* tooth
* bed

1. First have a tooth
2. Next brush your teeth
3. Then put your tim tams
4. After read a story
5. Finally go to bed

LO Well done Callum
😊

Context

The children had completed two weeks of work on instructions. Verbal + practical activities first, followed by work to sequence and order instructions. Class word banks displayed and guided/shared writing modelled in previous lessons.

* This is an independent piece of writing.

Spelling shows an awareness of phonetically plausible attempts to segment write. HFW spell correctly.

Writing has a simple structure and shows an awareness of numbered steps and time connectives. Writing can be read without mediation.

Appropriate word choices made. Use of class word banks evident.

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 1 Age Related Example

Adjectives used to describe colour, size and emotions. Use of word banks displayed on working wall.

Capital letters used for start of sentences and names. Full stops used appropriately, although not consistently. Clauses joined with 'and'.

Handwriting shows clear formation with ascenders/descenders in good positions. Capital letters formed correctly.

Context
The children had explored three books based in East Africa that used counting as a theme. Children had worked on use of adjectives, capital letters for names, time connectives and story sequencing prior to this piece of writing.
*Independent writing.

Genre appropriate criteria
 I can write a short story with a beginning, middle and end.
 I can use adjectives to describe the place my story is set in, e.g. the old castle.
 I can use adjectives to describe the people in my story, e.g. the fat giant.
 I can use adjectives to describe how the characters are feeling, e.g. the sad king.
 Writing expectations for Year 1
 I can write a sentence that someone else can read, without my help.
 I can listen to the sounds in words and write them down.
 I can shape my letters properly and make them join the right way.
 I can leave spaces between my words.
 I can sound out words to work out how to spell them, using the phonemes I know.
 I can use word banks to help me choose good words in my writing.
 I can read my writing out loud and check it makes sense.
 I can use capital letters for names and for days.
 I sometimes use a capital letter and a full stop.
 I can use 'and' to link my ideas together.

One Hot crabby Hancha was
 Seedi Mehli at Grandma's
 house. Mehli was a big
 black hen. Hancha looked for
 Mondli. Mondli. Hancha looked
 for Mondli. Hancha ^{felt} Seeli
 Sadi. Next Hancha and Akey
 looked for Mondli behind the
 house. There was no Mondli.

Evidence of suffix 'ed'
 HFW spell correctly. Use of phonics to aid spelling of words - phonetically plausible attempts.
 Writing can be read without mediation. Clear structure to story, although ending is weak. More than one sentence written about an idea.
 Appropriate word choices made to show passing of time, description and mood of character.

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 1
Age Related Example

Adjectives used to describe colour, size and emotions. Use of word banks displayed on working wall.

Capital letters used for start of sentences and names. Full stops used appropriately, although not consistently. Clauses joined with 'and'.

Handwriting shows clear formation with ascenders/descenders in good positions. Capital letters formed correctly.

Context

The children had explored three books based in East Africa that used counting as a theme. Children had worked on use of adjectives, capital letters for names, time connectives and story sequencing prior to this piece of writing.
*Independent writing.

Handa seed sad suddenly
Handa heard cheep cheep. They
looked under a little green
bush. There was Mandi
and ten fluffy chicks. Handa
felt very happy. They went
home for breakfast.

"Wow! What a
Super story Callum"



Evidence of suffix 'ed' HFW spell correctly. Use of phonics to aid spelling of words - phonetically plausible attempts.

Writing can be read without mediation. Clear structure to story, although ending is weak. More than one sentence written about an idea.

Appropriate word choices made to show passing of time, description and mood of character.

Pathways	
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 2
Age Related Example

One day the Queen went
for a walk and a big gust
of wind took her hat off
straight away. They ended up at
Trafalgar Square and then she
ended up at the London Zoo then
on the London underground and
on the London eye! Then the Tower
Bridge and then she went to
Big Ben and then she flew down
very gently and slowly then they
landed back home to Kensington
Palace and it landed in a bush. Then it

Queen said I am never
going again. Then
she had some tea in her
favorite cup and saucer
and then she fell asleep
with her cat on her lap.

Beginning

Y2
Common
Vocabulary

suffix -ed
used -ly

adverbs

interesting
vocab

Ending
Simple
Structure

similar structure
to original story - reflects
beg, mid, end

writing read
without
mediating - consistent

Context

After reading The Queen's
Hat, learning the story
orally & using drama to
identify key moments, children
retold the story in their
own words. Plan was used.

Pathways

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 2
Age Related Example



Correct spacing

Supplies

interesting

vocab - "draughty cave" (incorrect spelling but appropriate word choice.)

Correct tense - coherent

organisation reflects description.

Writing can be read without mediating

Simple Similes

Pathways	
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

commas

Common exception words

descriptive lang. is used

Conjunctions to link ideas

possessive apostrophe

ABC correct

Context
After reading George & the Dragon, children worked with a partner to create own adjective banks. Children then used pictures to describe the dragon.

The dragon has a burning hot, cooler white body and scales. He lives in a cold draughty cave and he is mitey. He has pointy red spikes on his back that can kill people. The dragon has a swiny like and swings a tail. Were



The dragon's eyes look fersy and golden and his teeth are sharp and pointy his teeth are golden. The monkeys are whight, the cave is dark and the dragons skin is as red as blood and whider his neck behis skin is as yellow as a lemon.

Year 2
Age Related Example

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Fddd
Fuuy
Rtoday

Dear diary,

clear organisation
reflects a diary

exclamation sentence
grammatical
conjunctions to link ideas

Y2 common exception words
(oor) (missing again) but
most CEW are spelt mostly
correctly.

Can think about
different styles of
writing

Y1
common
exception
words
spelt
correctly

contractions - we'll, I'd
Use of connectives
to signal time.

Context

Child created a plan the day
before after studying 'The Tiger
Who Came to Tea'. This child
is aware of the audience,
use of tense is consistent
throughout. Some spellings are
incorrect but there is evidence
of better spelling in other
pieces. Strongly expected piece.

use
of 'Pluffy'
and
shocked

time
indication

diary
style
- reflects
purpose

Dear diary,
What a day! You will not believe me. First
we were meant to be going to the park but
it was raining so we stayed in. Suddenly there
was a noise at the door. It was daddy. Next
it was the milk-man. Then we decided to make
cake's mummy said "I know what we'll do with
all of the cake's we'll have a tea-party".
Then there was a ring at the door there was a
big, fluffy tiger! I was so shocked he said "May
I have tea with you?" "YES!" I said. He ate everything
and the more with all of the drink's. Then he
said "I'd better go now by" I felt sad.
Just then daddy came home. He and mummy
told me dad was here. He said "I know now what we'll do we'll go to the
cave's and they did. I'll write again in
Sophie

Correct
use of
tense
throughout
- consistent

Clear, simple
structure
to reflect
the day.

Punctuation Handwriting is
consistent throughout

punctuation & grammar - consistent use of tense
and punctuation, apostrophes and tense

Pathways	
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 3
Age Related Example



- What does the word 'old friends' mean?
- Tick one
- ☐ They hated each other
 - ☐ They were brothers and loved chasing round.
 - ☐ They were best friends
 - ☒ They were playing like they had known each other a long time.

I wake up and looked out the window
see the same old mucky weather. I went
downstairs to get some breakfast and
mom was making pancakes. I was sup
because mom never lets me have pan
he and mom ate. Mom shocked at
to get dressed. So I did. Charles She
mom let's go to the park. OK
18.11.21

I sat on the park bench
feeling lonely it was so boring. I
saw Victoria riding around with a path
dog they looked like old friends.
a girl came and sat down by me
went to say hi but she said it was
I didn't know what to say. I got
confident so we started talking. She
said her name was Snudge. We
the dogs play. She asked us to pla
and that was it.

correctly organized
for a recount using
first person

Context

The children read the book
Voices in the Park by Anthony
Brown. They wrote a
recount of one of the
characters visit to the park.

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Punctuation

Year 3
Age Related Example

What an amazing actor he is! Do you want to meet him?	☐	the nice lady helped me find my dog. How lovely she is!	☐	Crash. The pans fell off the kitchen table.
What an amazing actor he is! Do you want to meet him?	☒	The nice lady helped me find my dog. How lovely she is.	☐	Crash! the pans fell off the kitchen table.
what an amazing actor he is! Do you want to meet him?	☐	The nice lady helped me find my dog? How lovely she is!	☐	Crash! The pans fell off the kitchen table.
What an amazing actor he is. Do you want to meet him!	☐	The nice lady helped me find my dog. How lovely she is!	☒	crash! The pans fell off the kitchen table.
What a great footballer you are! How long have you been playing?	☒	I went to London. What a big city it is!	☒	Wow. Where did you get that trophy?
What a great footballer you are. How long have you been playing!	☐	I went to london. What a big city it is!	☐	Wow? Where did you get that trophy.
what a great footballer you are! How long have you been playing?	☐	I went to London! What a big city it is?	☐	Wow! Where did you get that trophy?
What a great footballer you are! How long have you been playing.	☐	I went to London? What a big city it is.	☐	Wow! where did you get that trophy?

Context

Innovation of a narrative story 'The Stone Age boy'. Children used the structure to create their own story. Independent work.

Just then there was a big bang I ran through the woods but with the rain getting in my eye, I didn't see there was a huge hole and I fell in and suddenly I found myself falling down a cave.

I woke up in a cave but I felt brave so I got up the ground. The cave was like a big sticky spring. I saw day light I ran out side but then...

ing suffix
ending elipsis
homophony
adjective
prepositional phrase
conjunction

	Pathways
1	Spelling
2	Organisation
3	Punctuation
4	Word
5	Grammar
6	Handwriting

Paragraphs used for organisation

Year 3
Age Related Example

ed suffix
looked very weird the grass was green
sponge and the trees were ^{adjectives}
upside down. The roots were green and the
leaves were brown. I looked and it
green. It was unusual but it
was beautiful there was full snow
main ~~tree~~ in the distance. I was sick but
it was slime! I saw water but it was
orange juice! I punctuation

descriptive
un prefix
correct homophone
word choice

opening
sentence star

ed suffix
Suddenly I ^{shook} and a other
and a other. I went and it
It looked blue and green. It was half blue
and half green. I smiled. I didn't
know what the creature was but it kept
saying bla it was weird. I remember
reading a alien book and it said the
big blt might be a alien. Cool!
I went and it was a alien. It was
was Bob. And the alien had twelve
eyes and ^{supernatural} in the back
of his head. So he had four tiny little
heads to big body. One was blue
one was green. It was scary. He had
one big circle body. Two big feet.

ed suffix

word choice
for effect

Handwriting
Most capital letters
used appropriately -
letters - accurately sized

Bob took me to his alien car. The
was like a alien car. It was blue
and the alien was sitting in it.
I got to know him a little better.
There were where big

Year 3
Age Related Example

The Rainbow Corn - heading

Introduction subheading

The wonderful unicorn the Rainbow Corn is a legendary unicorn you won't really be found. In this report you will find out the mythical creature! Would you like to find out about where this enchanted species live, eat and look like? If you do carry on reading.

appropriate opening



The Rainbow Corn's Appearance subheading

Interestingly the Rainbow Corn has a long poopy tail that glows behind the wonderful animal. The animal has two poopy wings that shine brighter than the sun the wings flap so high sometimes it lands on the moon and the wings would glow so bright that they wouldn't be white anymore they would be rainbow. This magical creature has a rainbow

relevant imaginative detail
clear vocabulary

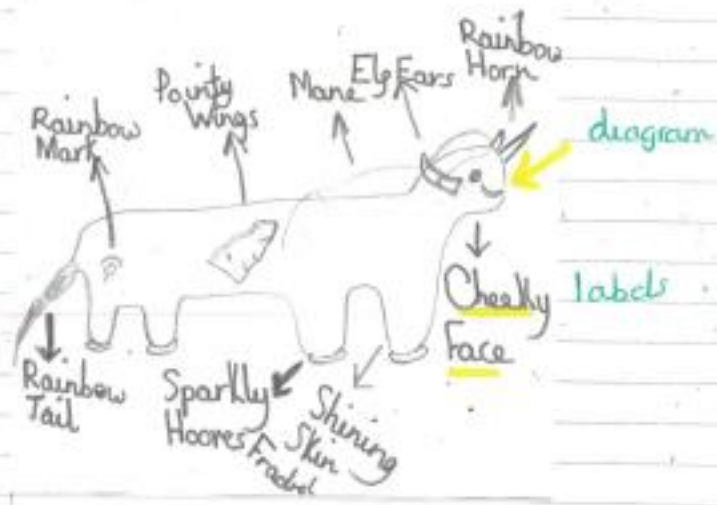
clear vocabulary

Writing demonstrates a secure understanding of writing in the genre of a non-chronological report

present tense support but type throughout writing

mark to know it's a Rainbow Corn. This mythical mark is a rainbow mark.

Context
Children recapped the features of a non-chronological report. Following teaching of the key features children independently planned and wrote their own report on unicorns.



diagram

labels

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Letters are formed and joined accurately

Year 3

Age Related Example

When Do Rainbow Corn's Live? *subheading / paragraph*

adverb sentence start
relevant imagery detail
preposition
Interestingly, a Rainbow Corn lives *by* a pond with a magical forest around the pond. The Rainbow Corn lives near the middle because it's being hunted *for* its horn. This creature is native to the forest if they aren't in the forest they lose their powers and make a rainbow so people know a Rainbow Corn's died. A Rainbow Corn lives *in* a forest not just because it's being hunted because it's cold and it needs to be cold. *preposition*

clear vocabulary
technical vocabulary
homophone
preposition
correlative

What does The Rainbow Corn Eat? *sub heading paragraph*

adverb to describe action
bullet point
Occasionally, a Rainbow Corn would eat

- A type of meat
- Grass
- Flowers
- Fruits
- Wasps

And besides this creature eats lots of different foods a Corn eats more but there's alot!

Conclusion *subheading / paragraph*

adverb
appropriate ending
Unfortunately, these these Rainbow Corn's are becoming more and more less every night! Since Rainbow Corn's becoming extinct visit WwW. Help The Rainbow Corn WwW this creature has a power to make rainbows appear at night! Amazingly, Rainbow Corn will wake up and if there's a fog it can walk in the clear sky. If there's no rainbow it wake up

evidence of viewpoint

Year 4 Age Related Example

Writing Assessment - Persuasion

Wonderful Workday Workhouse

Are you fed up of living on the bitter, glassy streets? Are you penniless? Then look no further here at this workhouse where ~~comfortable and delicious food~~ and you earn money.

Dazzle your taste buds with ~~nutritious~~ mouthwatering good food by our ~~highly skilled chefs~~. Treat yourself with a glass of cold milk to make you big and strong.

Here you are never bored because we teach you a range of skills like:

- vacuum picking
- chimney cleaning
- sewing
- stone breaking and much more

Never ~~ever~~ because stays ~~superior~~ and they can earn loads of money.

Now we have beds as soft as clouds. Relax and ~~unwind~~ here and the door is locked so you will not be disturbed. And if your bed is cold you get your own heated brick to warm up your bed.

Furthermore, we have an amazing school to teach your ~~little ones~~ while you are working. Don't ever read because they are taught and cared by the ~~superb~~ school master who will teach them amazing skills. What an ~~awesome~~ start in life they're going to have.

This place is 5 stars and you get treated like ~~royalty~~ here. All your dreams come true. You are ~~very~~ lucky to be chosen so don't delay and book a place today at the house of your dreams.

Joined letters, appropriate size.

rhetorical question to engage the reader.

exaggeration "highly skilled chefs"



Amplified vocab

Y4 suffix -ous

Bullet points to structure ideas

Comma 'never fear,'

Connective to join paragraphs together - ensuring cohesion.

Paragraphs

alliteration

Y4 prefix - super

Adding interest to engage the reader. Simile to describe.

varied sentences - structure and length.

exaggeration "treated like royalty"

speaking directly to the reader

Context

Children created own persuasive advert, encouraging someone to visit the workhouse. Children created a plan to structure own ideas.

Pathways

1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Introduction/story opening.
range of sentences.
use of commas.
Writing Standardisation

Year 4
Age Related Example

-ing and -ed
suffix

Paragraphs - organising
into events.

story language,
characterisation.

Context

Children created their own version of Street Child, changing elements of the story using a boxed plan.

Many 200 years ago in a land full of hungry people and industrial smoke. But in the workhouse in the dark gloomy walls lived Jim Jarvis. He only lived there because he was poor and not he had no family, he also lost his family home from the evil, horrible Mr Spink. When I say evil and horrible I mean it that guy was mean. and because of him he is not a solitude poor little boy.

Jim walked out side in the morning to get washed in the icy frozen water. When washing his turn he see 2 other boys whispering. Worried it's about him, he shivers even though he had got a drop of water on him. His turn was next he was shivering even more than he was before when he was willing he shivered, of think big of the cold icy frozen water and hearing the cane and whip repeating constantly. But then he thought of the icy clothes and started taking himself and then he started to escape. But then the man bellowed "Hey it's your turn not hurry up".

After the cold, icy shower Jim went to the toilet and sat Lizzy, he was sure it was the same dark silky hair the same sea sea scar on her hand he went closer while nobody was looking and said "Lizzy & Lizzy". He whispered, Lizzy's face was shocked, Jim's face was excited. Luckily nobody was looking. then their faces became strict they had to make sad. then later they finished making socks and then they started playing.

speech punctuated
correctly.

-ed suffix -
past tense

handwriting - neat and
joined.

→ story opening to draw people/reader in.

characterisation 44 word list

10 minutes after planning the rug cart came. but nobody was looking they dashed dashed used their last breath all the way to the end of the gate and there he was in the dark hood of the forest.

show not tell
sentences.

They ran but being careful not to step into the light and ran all the way to Josie's house and suddenly and there they stood there got a wish but Jim forgot to change his hat before getting another pie...

Without a warning, in the corner of his eye he saw a police man and said "up at". and then the police man grabbed him. He looked at his clothes.

fronted adverbial
phrases.

→ ellipses to create suspense

ending - suspense to leave the
reader guessing.

comma after
fronted adverbial
phrases

Pathways	
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 4 Age Related Example

Headline
and byline

Writing Standardisation

alliteration and pun to catch reader's attention. YH

YH
key vocab
word

Subheadings
to organise

Ambrosia vocabulary

Context
Children created a newspaper report about the eruption of Mount Vesuvius. They planned their ideas using a boxed plan.

Structured in order of events

Amman 15.05.2019

short sentence for impact.

range of simple and compound sentences

Journalistic writing → witness

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

adventurous and vivid
Paraphrase - ^{vocabulary} introduction,
main body and conclusion

Year 5
Age Related Example



commas to separate clauses
subordinate, embedded and relative

use a thesaurus to
choose words for
deliberate effect

onomatopoeia

Rhetorical
question

write in a given style successfully
● sentence structure variations

connectives to link
sentences

Context
After reading George's secret key to the universe, pupils created their own setting description based on the overgrown garden next door. The brief was to include description and figurative language.

Draft one
As I jump over the fence, all I heard was the soft of someone
poof! I landed head first into a hard-thorny bush, falling then I
looked to all I observed this till was not lovely. Was sound
the best, as if it is better than sound in millions of years. I
smell today and flowers (that make me happy) I then looked back
around and see I was trapped. Then I had second thought: but second
thought, what if I was stuck?
Draft two Edit and improve
As I was about to jump, I was stuck over the fence. Poof! I landed
head first into a hard-thorny little bush. The bush was doing damage
to the side now. I was frustrated, terribly frightened, the worldful and
day not. All I could think was out of this. I was not by the
fence. It was stuck on my head. When I looked behind I saw
A SNAKE! Lucky, it was a fake one that was along through over
the other day. The garden is a surprise, it is beautiful and
lovely over the fence. The bushes are as deadly as poisonous and
all of a sudden and saw the garden began to close in on me...

mostly consistent use of
tense
● spell words with -ough
Expanded noun phrases
● vocabulary choices are
thoughtful and enhance
meaning

repetition for effect
● spell words with silent
letters
Personification for effect
Simile for effect

sustain
and develop
ideas around
a topic
sentence

Time connectives

Setting to create mood

● Handwriting - prepare
myself for the
required level of
presentation

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Year 5 Age Related Example

Writing Standardisation

- commas to separate clauses e.g. subordinate, embedded and relative

- To use a thesaurus independently to choose words for effect



Rhetorical
Question (devices to
engage)
short/simple
complex and compound
Sentences

Paragraphs

Spell words with silent letters

Context
After reading George's Secret Key to the Universe, pupils took on the role of the main character George. They wrote a letter as George to his parents to persuade them to buy him a tv and to have electricity.

Edited for
Spelling
and
punctuation

11/09/22 by [unclear] 40/22

Assessed piece: persuasive letter

Dear Mom and Dad,

colons
in list

Rule of three (devices to
engage)
Flattery (devices to engage)

How are you guys? I love you guys so much but this needs to be said... I feel upset, isolated, lonely (I don't want to upset you). You are restricting me from too much. My life is like a prison. I can't drink a bottle of No T's and the thing I dream most of, a computer. The love you have shown me is ridiculous but do you really care?

commas

Emotive language

I need a tv. I feel left out (all my friends talk about programs). I can't say anything. When my friends ask me for my phone number, I say you're getting one next month. I don't even have friends. You should get one for your sake!! It could help you with: washing, cooking, clothes, saving and many other things. You can look in sky news to see more your 'Amazing' eco protests. You need a tv. I need a tv. You need a tv. Well I've heard about men's. There good apparently.

tense

Please can the way you eat and drink. There are other foods that aren't meat like, crisps, rice, etc. You're restricting me from all of this. I can't live like this. I love you guys but you need to think about me. You don't need to eat meat but I need a different diet. Let me go to a shop atleast. Nothing in my world makes sense. I saw you whisper sausages men. You need to shop.

Emotive language

short sentence

Please can you listen to me in my letter. I would really like it if you did. I need a different life. I don't want to carry on being like in being tortured. I need you to change.

tortured

Vocabulary
choices are
more thoughtful

write in a given style successfully - paragraphs, persuasive devices and techniques.

- Manipulate sentence structure for effect - throughout
- Handwriting - required level of presentation

- Sustain and develop ideas around a topic sentence (throughout)

Spell words using i before e rule

connectives to link sentences
colons/semi colons

Repetition for effect

	Pathways
1	Spelling
2	Organisation
3	Punctuation
4	Word
5	Grammar
6	Handwriting

Year 5
Age Related Example

Wednesday 9th February 2022

Assessed piece

onomatopoeia

BOOM! In a blink of an eye it went from ~~pure~~ clear sky from to ~~malicious~~ ^{malicious} ~~wretched~~ nothingness. The ~~dispicable~~ ^{dispicable} colossal waves engulfed the entire ship until nothing was seen. As every wave hit it shuddered more and more. The ship plunged in and out the water ^{simile} like a Kangaroo, hopping up and down. The waves, (almost ~~lacerating~~ the entire ship) bolts towards the ship and flips it entirely over. The ship was ~~dancing~~ ^{personification} trying to escape the torture. Finally after ~~swaying~~ ^{personification} from side to side, ^{via} ~~figuresley~~ it managed to find it's way out. But it was not over... the weather was drizzling, but suddenly suddenly BANG! A thunder storm occurred, tearing the rear end of the ship. Everyone could see the waves gushing back, that wave was sure to ~~decide~~ the ~~previous~~ ^{previous} ~~crab~~ ^{crab} ship. Not ~~once~~ ^{idiom} in a blue moon did they think that this would happen. It could ~~truly~~ ^{truly} be the end of the world if all they knew! At this point it had engulfed the entire ship, ~~except~~ the ~~toughest~~ part of the ship, (the ~~core~~). The driver of the ship was still driving even ~~his~~ ^{parenthesis} his life really depended on it, (which ~~it~~ ^{probably} ~~did~~). Wave after ~~wave~~ ^{repetition} a new part of ship was ~~obliterated~~ ^{obliterated} although the ~~transon~~ ^{transon} super-human strength-like ship could take a few waves there was no

- manipulate sentence structure for effect



- Use a thesaurus for deliberate effect
- vocabulary choices are thoughtful and enhance meaning
- Expanded noun phrases

- icious spelling
- letter string-ough
- silent letters
- connectives / sentence starters
- simile
- personification
- repetition
- pathetic fallacy
- alliteration
- onomatopoeia

Context
During work on 'The Wreck of the Zanzibar' The children wrote a setting description of a storm while at sea on a boat. They watched videos and generated vocabulary using the book.

- idiom
- parenthesis
- hyperbole
- Short, compound and complex sentences
- correct use of tense
- edit for spelling - previous draft

Setting used to create mood. wide in a given style

Pathways
1 Spelling
2 Organisation
3 Purpose
4 Word
5 Grammar
6 Handwriting

- Required level of presentation
- Devices to engage

Year 6 Age Related Example

Context

After reading Chptrs 1-3 of 'Roftoppers' & role playing the character of Sophie at points in the plot, children wrote in the role of Sophie to introduce her to the world.

L.O: To demonstrate the features of a diary in my writing.

Tuesday 20th November 1908

Dear Diary,

Allow me to introduce myself. I am Sophie. Let me tell you about my life so far.

Finally, I want to tell you about what has happened to me when I was born. I was on a ~~sailing~~ ship in a lower cabin once. Everyone on the ~~small~~ ship has ~~been~~ but ~~luckily~~ I ~~didn't~~ ^{remembered} everything from the day I was born but no one believes me but I do remember everything.

I hope your ~~wondering~~ who saved me from that ~~awful~~ dangerous ship. It would be my guardian Charles. Charles never ~~experiences~~ ^{good} experienced with children ~~children~~ before but he takes care of me so well, looks like like he knows how to. People think he is awful but I think in my opinion that he is amazing. He understands everything about me but she doesn't! — using more adverbial punctuation

She is the worst - Miss Eliot. She is the ~~not~~ complete opposite of my good friend Charles. She thinks Charles is ~~not suitable~~ or for a child like me. ~~How dare she!~~ She also says that my mother is dead. That is 100% not true! My mom is out there somewhere that can be found. She also complains about me wearing trousers. This person Miss Eliot ~~face~~ she is the worst. I ~~don't~~ want to see her again - again. All I need is my mother's advice to prove where she is.

Speak soon diary
Sophie x



Pathways	
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Punctuation

Legible HW with some words correctly joined.

Year 6

Age Related Example

Assessed writing

What is Rooftop Running?

Rooftop Running is a ~~more~~ and popular sport in Paris. Rooftop Running is ~~just~~ like how it sounds ^{trend} sprinting to rooftop by rooftop and to get to your destination. However, there are many ~~ways~~ ^{things} to consider in rooftop running. ~~first~~ you need to be ~~quite~~ ^{quiet} as ~~a mouse~~ and ~~minutely~~ as you can. Are you going to start low?

In order to become a ~~professional~~ rooftop ~~athlete~~ ^{athlete}, you need to wear suitable ~~clothing~~ ^{gear} such as, light ~~shorts~~ ^{shorts} or ~~trousers~~ ^{trousers}. Also in order to be a ~~professional~~ ^{professional} ~~athlete~~ ^{athlete}, you need to do twenty pullups and situps daily. ~~if you want~~ ^{if you want} wear light trainers, you could go barefoot so that nobody can hear you. ~~Although~~ ^{Although} there is a harsh ~~requirement~~ ^{requirement} and if it is also recommended to build strength you could do one full lap ~~around~~ ^{around} your garden ~~before~~ ^{before} each morning and evening which takes time.

When rooftop runners ~~jump~~ ^{leap} from rooftop to rooftop they put themselves in high risk they could die. Rooftop running is mainly about having ~~balance~~ ^{balance} and remain steady. ~~it is an~~ ^{it is an} ~~extreme~~ ^{extreme} sport. The ~~scenic~~ ^{scenic} Paris skyline are seen by the most ~~colorful~~ ^{colorful} experienced runners. ~~However~~ ^{However} it is not as easy as it sounds. ~~without~~ ^{without} a doubt, there is no other sport that ~~benefits~~ ^{benefits} mind, body and soul as much as rooftop running.

Consequently, this ~~will~~ ^{will} build up the hard skin on the base ~~of~~ ^{of} your ~~sock~~ ^{sock} to help you wear them without pain when running on the rooftops. So why don't you try it out?

Attempting to include higher level punctuation



Yr 5/6 Word List

Year 6 Spelling rule Suffix

contracted form

expanded noun phrase conveys information to the reader

using higher level punctuation

engage the reader

To create cohesion between paragraphs

Context
After researching the topic of rooftop running, children planned out an explanation text using evidence from the text on how to be a rooftop running

Adverbial phrase

Yr 5/6 word list

modal verbs

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

Handwriting is legible with some letters appropriately joined.

Year 6 Age Related Example

P1 - Plagues

- Summon Ditties near nasal passages to prevent the bad air. ✓
- herbs/spices ✓

P2: Domestic animals

- domestic animals within community

Wednesday 16/11

How to Survive the deadly plague

During this time, of the plague, spreading ^{is} rapidly around Europe, there are many serious consequences if this deadly disease is not taken seriously, wiping out the human race with agonising deaths. Firstly, many report that the first symptoms consist of high fevers and infected swellings. Therefore, one would recommend that you follow this guide to find out more.

modal verb Diet

If you would be so un-lucky to catch the plague, your diet is crucial. one would recommend you consume the finest of wines within your budget and don't forget to fish up and munch the slimiest, juiciest foods you can find and of course, inhale the best laback you can find! If you're lucky enough, to avoid the plague, you must stick with eating only dry fruits, this will prevent you from catching the plague! And do you really want to catch the plague?

What do I need to do try not to do ^{new phrase}

Something very important you must do is wear a huge metal mask. It must be a beak-like mask and in the beak, you must pluck the best flowers you can find and put them in the beak of the mask to try and block out the bad air. If you can't find flowers, then use any herbs or spices you can find. If your ungata unfortunately catch the plague, many recommend bathing in milk to build a protective layer over your skin.

lots of attempted comma for parallelism
subordinating conjunction



third person formal style

structure to piece organising parts logically

subject words in context

descriptive language to add detail

Context
After reading a past SATs paper about the plague, children planned and re-drafted/ wrote an explanation on how to avoid catching the plague.

attempting more ambitious vocab.

rhetorical question to engage/ purpose to engage

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

expanded noun phrase to describe (use of a hyphen)

Year 6
Age Related Example
continued

Domestic animals
If it's not the bad air, then it must must the dogs and cats! These animals are uncontrollable and all must be demolished. I know your animals are very loved, although they are cute, they are the cause of the horrible disease and need to go! It's a matter of life or death!

Conclusion
So that concludes everything you need to know, the plague population is rising, so stay safe out there!

GLOSSARY

Rapidly - very quickly
crucial - very important

LOV
A fabulous explanation Ava!
What excellent language and
formal style used.
Well done!
😊 Be very proud!

Lots of attempted
comma for
possibilities



Third person
formal style

structure to piece
organising parts
logically

	Pathways
1	Spelling
2	Organisation
3	Purpose
4	Word
5	Grammar
6	Handwriting

expanded noun
phrase to
describe
(use of a
hyphen)