



**Exceed Learning Partnership**

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## ELP Writing Curriculum - 2023



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[Guidance for using this document:](#)

This document has been produced to support the development of pupils’ writing skills within Exceed Learning Partnership Academies. It has been produced to ensure that gaps in learning within writing are identified and secured in order for pupils to make progress in writing as they progress through the academy. This document outlines the writing curriculum for our academy; however, teachers are able to use their professional judgement to ensure the progress and academic achievement of our pupils.

**Intent**

The writing curriculum matches the demand and scope of the National Curriculum. It builds progressively towards ambitious end-points. The curriculum purposefully allows knowledge to be revisited to support pupils to achieve fluency and master concepts in writing. Our key principle is that pupils will be supported to develop fluency and automaticity in key skills before moving on to compositional tasks and developing disciplinary knowledge as a writer.

The writing intent has been identified for all year groups. Within our Early Years, we recognise the importance of the Statutory Early Years Framework to support children's development. English Subject Leaders will use the document to ensure that the sequence of learning within the teaching of writing is delivered across the academy and outcomes are secured for all pupils within all year groups. Where pupils have gaps in learning, the document will be used to identify the stage of pupil learning and the next steps within the sequence in order to ensure that pupils make progress and close these gaps. Teachers will ensure knowledge builds progressively with increasing complexity. Secure prior knowledge is essential so that pupils can make further progress by building on what they know.

### **Implementation**

All teachers and support staff will use this document to implement the intent and use it as the basis for planning and delivering the writing curriculum within their year group. The transcriptional and compositional skills have been outlined for each year. Each year group has been broken down into three stages which need to be secured throughout the year; these can be broken down into termly learning. The generic outcomes relating to all areas of use have been identified for each year group. These should be drawn upon when planning all writing teaching sequences. It is the embedding of these skills in particular which will have the greatest impact on pupil outcomes and allow them to make secure progress in their writing.

The programmes of study for writing distinguish between 'transcription' and 'composition'. Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus for the Early Years and Key Stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. Our curriculum includes using dictated sentences in Year 1 to apply and practise spelling.

Fluent writing depends on transcription (spelling and handwriting) and composition, which involves knowledge about the topic and discourse knowledge about how to write effectively. Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively. Cycles of planning, drafting, revising and editing can improve writing but do not significantly improve motivation to write or improve the quality of struggling writers' compositions.

In the earliest stages of writing instruction, it may be effective to teach composition and transcription separately. For example, when focusing on composition, pupils can convey their ideas orally. Teachers can model how text is an important vehicle for recording ideas, thoughts and feelings by putting pupils' ideas into writing, modelling spelling and punctuation, or showing how a writer chooses appropriate words and sentence structure to convey an idea. This allows pupils to focus their attention on composition through oral activities. Separate teaching activities can be devoted to transcription.

The national curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. This requires effort and attention, as well as suitable motor skills. There is evidence that repeated practice in handwriting is necessary to go beyond accuracy to fluency in letter formation. There is no need to start the formal teaching of handwriting before Reception, but children at the end of the EYFS should be able to 'hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases'.

The national curriculum requires children to learn unjoined handwriting before they ‘start using some of the diagonal and horizontal strokes that are needed to join letters’. Delaying teaching joined handwriting gives teachers and children time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly.

There is also evidence that repeated practice in handwriting, going beyond accuracy to fluency, leads to success in higher-level writing tasks. Skilful handwriting has an impact on composition.

#### Research:

#### **Ofsted: Research and analysis. Review series: English**

More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: *‘Fluency in the English language is an essential foundation for success in all subjects’*.

#### **A curriculum for writing**

Perhaps not surprisingly, research suggests that greater knowledge of the topic leads to better writing. Additionally, ‘discourse knowledge’ is important. This is knowledge about how to write, including knowledge about the genre of writing, linguistic and grammatical knowledge, and knowledge about how to carry out specific aspects of the writing process.

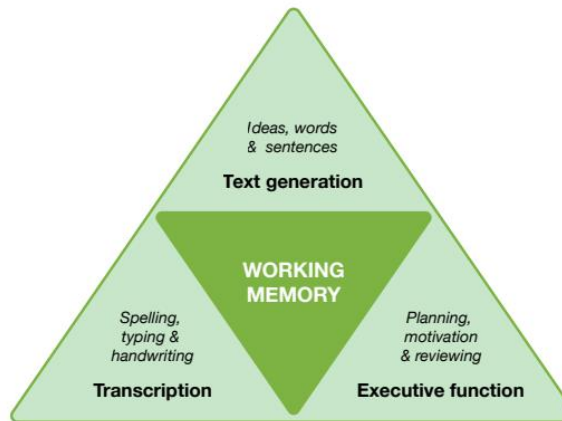
In practice, teachers can ensure that pupils have knowledge of the world that provides content to write about, for example by ensuring that pupils write about the curriculum content they have studied. Teachers can help pupils to build discourse knowledge by making sure that they understand the characteristics of texts written for specific purposes and audiences, and by providing models of effective writing. This gives pupils a repertoire of features to draw on for their own writing.

Models of writing development suggest that pupils move through several stages as they become more mature and proficient as writers. Research highlights the starting points and assumptions of novice writers and how their writing can improve. Pupils need to become increasingly aware of:

- how writing can be used to share new interpretations of their ideas
- their reader’s needs and existing knowledge
- how that reader might interpret what they write

#### **Education Endowment Foundation**

Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).<sup>56</sup>



The Simple View of Writing is a complex task because it requires pupils to coordinate a number of different processes at once.

The Simple View of Writing highlights three overarching processes that are essential to writing:

- text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;
- transcription—which enables the writer to move oral language into written language; and
- executive functions—such as self-regulation (controlling one's own behaviour, thoughts, and emotions), planning, problem-solving, and monitoring writing.

When writing, pupils must coordinate these processes in their working memory (the brain's system for holding and using information while completing a task). Working memory has a limited capacity so many children find this challenging. However, with extensive practice, explicit instruction, and encouragement pupils can become more adept at using these three overarching elements of writing and coordinating them in working memory can become less effortful.

### Strategies to support the writing process

*By teaching these strategies, pupils develop a sense of understanding how the subject works. This supports the development of **disciplinary knowledge** in writing. This should be considered alongside compositional knowledge outlined in the National Curriculum*

Writing can be thought of as a task made up of five stages: **planning, drafting, revising, editing, and publishing**.

Pupils should be taught each of these components and underlying strategies. A writing strategy is a series of actions that writers use to achieve their goals and may support one or more components of the writing process. Over time, pupils should take increasing responsibility for selecting and using strategies. The following strategies should be carefully modelled and practised.

#### 1. Planning

Setting goals and generating ideas before pupils begin writing. Teachers may ask pupils to write down goals to refer back to as they write. This stage of the writing process may also involve gathering information, activating prior knowledge and reading exemplar texts to identify key features and consider the writing style used.

Example strategy: using a graphic organiser, such as a Venn diagram, to generate ideas for a balanced argument.

## 2. Drafting

Noting down key ideas, setting out a logical order for points to be covered, and writing out a draft of each section. Although accurate spelling, grammar, and handwriting are important, at this stage they are not the main focus. Example strategy: using checklists to support structuring writing and monitoring progress towards goals (for example, 'Does my introduction paragraph explain what topic I'm writing about?'). Over time, pupils can be prompted to develop their own checklists before starting to write, instead of using checklists provided by their teacher.

## 3. Revising

Making changes to the content of writing in light of feedback and self-evaluation. Pupils can be supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved. Ideas or drafts can also be shared with peers or adults for feedback. At this stage, the audience will be limited so anxieties about presentation can be avoided. Example strategy: using prompt questions to support children when revising their work (for example, 'Are there any places where it would be helpful to add more information?', 'Is any of the phrasing repetitive?', 'Can we make some vocabulary changes using your word bank?').

## 4. Editing

Making changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it.

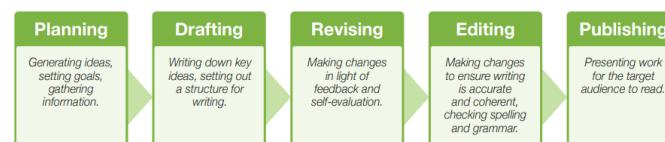
Example strategies: checking capital letters and full stops, writing 'Sp' beside spellings pupils are unsure about and then checking spellings using a dictionary.

## 5. Publishing

Presenting the work so that others can read it. This may not be the outcome for all pieces of writing but when used appropriately it can provide a strong incentive for pupils to produce high quality writing and encourage them to carefully revise and edit.

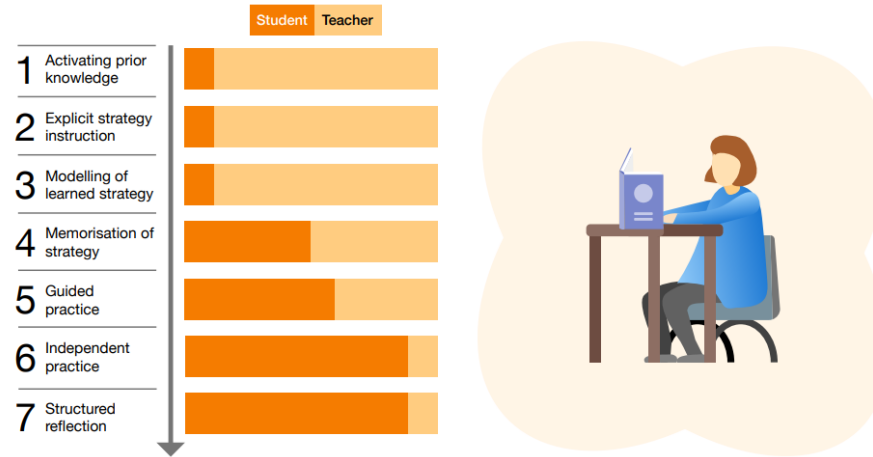
Example strategies: displaying work, presenting to other classes, and sending copies to parents and carers

Figure 11: The writing process



Writing strategies should be explicitly taught using the 'gradual release of responsibility' model

Figure 9: A process for transferring responsibility from adult to child



### Progression Document

The progression document outlines the knowledge that is to be taught across key components. These components are: **composition, grammar, punctuation, transcription, text structure, terminology and text types**

When children are learning new text types, it is important that they know the content that they are writing about. The cognitive demand of learning new content knowledge and applying this into a new text-type will prevent a children from being successful. The range of text types builds slowly towards ambitious end points. New text-types are highlighted to support teachers identifying new content. Text-types are repeated to develop fluency through repeated practice.

The progression document shows that components are well sequenced. This shows readiness for future learning and supports teachers to re-visit prior learning so that pupils have the prior knowledge necessary to learn new curriculum content.

### Nursery

<u>Transcription</u> (handwriting and spelling)	<u>Sentence Composition</u> (grammar and punctuation)	<u>Text Composition, structure and Organisational Devices</u>	<u>Terminology</u>
<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</li> <li>Understand the key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</li> <li>Write some letters accurately.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Phonics specific vocabulary</li> <li>Letter sound</li> <li>Fred Talk</li> </ul>

	➤ we read English text from left to right and from top to bottom		
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	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discussing what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>	<p>Pupils should:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively</li> <li>building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-reading for spelling and punctuation errors</li> <li>reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural,</li> <li>distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
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			<p>including verbs in the continuous form</p> <ul style="list-style-type: none"><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] and read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>		
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Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify the start and end of a sentence.</li> <li>• Identify rhymes and alliteration</li> <li>• Join in with rhyming patterns</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Compose a sentence that is grammatically correct.</li> <li>• Use 'and' to join ideas.</li> <li>• Use standard verb forms e.g. go/went</li> <li>• Write from memory simple sentences dictated by the teacher</li> <li>• Use verbs and adjectives in sentences e.g. A big dog ran.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use subordination-when, if that, because</li> <li>• Use co-ordination-or, and, but</li> <li>• Expanded noun phrases to describe and specify e.g. the blue butterfly</li> <li>• Understand and use statement, question, exclamation and command sentences</li> <li>• Use present and past tense correctly and consistently</li> <li>• Use the progressive form of verbs in present and past</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, on)</li> <li>• Form nouns using prefixes</li> <li>• Extend the range of sentences with more than one clause using a wider range of conjunctions e.g. when, if, because, although</li> <li>• Know when to use 'a' or 'an' as a determiner</li> <li>• Identify word families from root words</li> <li>• Use adverbs (e.g. then, next, soon, therefore)</li> <li>• Use prepositions (e.g. before, after, on, across)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Understand the grammatical difference between plural and the possessive -s.</li> <li>• Use standard English forms of verb inflections</li> <li>• Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Use fronted adverbials (Vary sentence structure to Include different openers-adverbs, noun phrases, prepositional phrases and subordinate clauses)</li> <li>• Make correct choice of pronoun or noun</li> <li>• Use dialogue to convey character, action and mood.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs or modal verbs</li> <li>• Use devices to build cohesion between paragraphs e.g. then, after that, this, firstly</li> <li>• Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly)</li> <li>• Consistently and correctly use tense across a text</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Understand the difference between formal and informal speech (such as the use of questions tags e.g. He's your friend, isn't he?)</li> <li>• Integrate dialogue in narratives to convey character</li> <li>• Understand how words are related by meaning as synonyms and antonyms</li> <li>• Use the passive to affect the presentation of information in a sentence</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Understand how to use the subjunctive form (e.g. if I were... or Were they ....) Understand the structures of typical informal speech</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Use layout devices e.g. headings, subheading, columns, tables etc to structure a text</li> </ul>
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Punctuation	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use finger spaces between words in a 3/4 word caption</li> <li>• Use capital letters</li> <li>• Use full stops</li> <li>• Form lower-case and capital letters correctly.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> <li>• Use finger spaces across at least 3-4 sentences</li> <li>• Begin to punctuate sentences using: capital letters, full stops, question marks, exclamation marks</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently.</li> <li>• Use commas in lists</li> <li>• Use apostrophes for omission</li> <li>• Use exclamation marks when it is appropriate in their writing</li> </ul>	<p>Pupils should</p> <ul style="list-style-type: none"> <li>• Begin to use inverted commas to punctuate direct speech</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use possessive apostrophes for regular and irregular plurals</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use inverted commas and other punctuation correctly in direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use semi-colons, colons and dashes to mark the boundary between main clauses</li> <li>• Use colons to introduce a list</li> <li>• Use bullet points to list information</li> <li>• Understand how hyphens can be used to avoid ambiguity</li> <li>• Understand when to use an ellipsis</li> </ul>
Transcription	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters linked to phonics sessions and daily practice.</li> <li>• Refine formation so that all letters are formed correctly, lower case and uppercase</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Correctly form all lower-case letters</li> <li>• Position capital letters correctly</li> <li>• Write simple sentences from memory or from dictation by the teacher-including GPCs and common exception words</li> <li>• Be able to name letters in alphabetical order</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• 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 unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>	

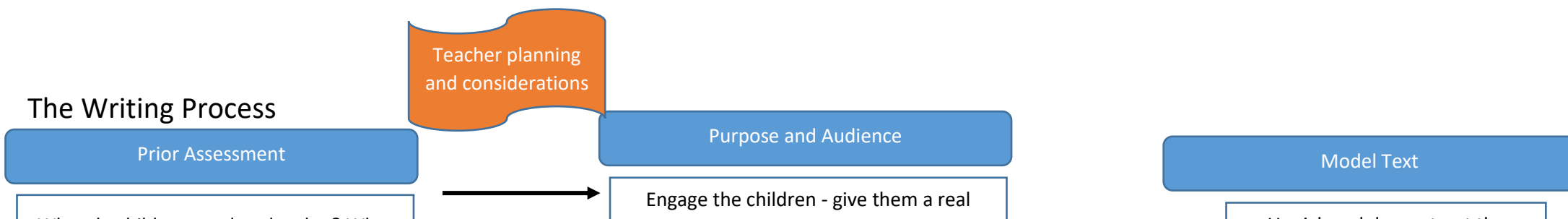
Text Structure	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves and others.</li> <li>• Write own name correctly</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Correctly choose and consistently use present and past tense throughout their writing</li> <li>• Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</li> <li>• Write under headings (as an introduction to paragraphs)</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Choose pronouns or nouns appropriately within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</li> <li>• Link ideas across paragraphs using adverbials of time (for example, after), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before)</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using a wider range of cohesive Devices e.g. repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>• Use layout devices (for example, headings, sub-headings, columns, bullets, or tables) to structure texts</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Sentence</li> <li>• Capital letters</li> <li>• Full stops</li> <li>• Phonics specific vocabulary – grapheme, phoneme, special friends, Fred Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Capital letter</li> <li>• Word</li> <li>• Singular</li> <li>• Plural</li> <li>• Sentence</li> <li>• Punctuation</li> <li>• Full stop</li> <li>• Question mark</li> <li>• Exclamation mark.</li> <li>• Verb</li> <li>• Noun</li> <li>• Adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Noun phrase,</li> <li>• Conjunction</li> <li>• Statement</li> <li>• Question</li> <li>• Exclamation</li> <li>• Command</li> <li>• Compound,</li> <li>• Suffix</li> <li>• Adjective</li> <li>• Adverb</li> <li>• Verb</li> <li>• Tense (past, present)</li> <li>• Apostrophe</li> <li>• Comma</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Conjunction</li> <li>• Word family</li> <li>• Prefix</li> <li>• Clause</li> <li>• Subordinate clause,</li> <li>• Direct speech</li> <li>• Consonant</li> <li>• Vowel</li> <li>• Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Determiner</li> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Expanded noun phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Dash</li> <li>• Cohesion,</li> <li>• Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Object</li> <li>• Active,</li> <li>• Passive</li> <li>• Synonym</li> <li>• Antonym</li> <li>• Ellipsis</li> <li>• Hyphen</li> <li>• Colon</li> <li>• Semicolon</li> <li>• Bullet points</li> </ul>

Text-Types	<ul style="list-style-type: none"> <li>Simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - sequence sentences to form short narratives.</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - about personal experiences and those of others (real and fictional)</li> <li>Recount- real events</li> <li>Poetry</li> <li>Instructions</li> <li>Report/ information text - headings</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - setting, character and plot.</li> <li>Recount</li> <li>Poetry</li> <li>Instructions</li> <li>Report/ Information writing- headings and subheadings</li> <li>Diary entry</li> <li>Informal letter</li> <li>Formal letter</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Recount</li> <li>Poetry</li> <li>Instructions</li> <li>Report/ Information writing</li> <li>Diary writing</li> <li>Informal letter</li> <li>Formal writing</li> <li>Discussion text</li> <li>Non-chronological report</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Recount</li> <li>Poetry</li> <li>Instructions</li> <li>Diary writing</li> <li>Informal Letter</li> <li>Formal letter of complaint</li> <li>Formal letter of persuasion</li> <li>Discussion text</li> <li>Non-chronological report</li> <li>Explanation</li> <li>Play script</li> <li>Autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>Narrative- characters, setting and atmosphere</li> <li>Recount</li> <li>Poetry</li> <li>Instructions</li> <li>Diary writing</li> <li>Informal letter</li> <li>Formal letter giving information</li> <li>Formal letter of complaint</li> <li>Formal letter of persuasion</li> <li>Discussion text</li> <li>Non-chronological report</li> <li>Play script</li> <li>Explanation</li> <li>Autobiographies</li> <li>Debates</li> <li>Biographies</li> </ul>
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## The Writing Curriculum

The precise intent of the curriculum is outlined for all year groups. This is based on the National Curriculum and replicates our progression model. Knowledge from previous year groups is purposefully revisited to support children to develop fluency and ensure they know more and remember more. Repeated content is shown in blue. Across each year group there are termly suggestions of content coverage. This content builds across the year with increasing demand. A 'typical' child will maintain the pace of the programme of study and will be able to consolidate knowledge in the summer term. However, pupils must be fluent and have the necessary prior learning to build new knowledge. This means that teachers have autonomy to vary the order of content or to revisit knowledge based on the needs of their pupils. The text-types build progressively so that children develop efficiency. It is not an expectation that all text-types are taught by Year 6, however the focus should be on securing fluency before exposing children to a range of text-types. Graphic organisers are recommended to support children in generating ideas before writing. Examples of this are included in the appendix. Disciplinary knowledge is considered through teaching composition and writing by following the five stages: **planning, drafting, revising, editing, and publishing.**

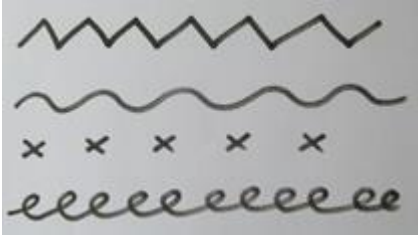

## The Writing Process



Foundation Stage 1

**Terminology:** marks, letters, line, circle, shape, grip, hold

	<b>Transcriptional – Phonics application, handwriting, spelling</b> <b>Progression in pencil grip is within the appendix</b>	<b>Knowledge components – Sentence composition (grammar and punctuation)</b>	<b>Text Composition (disciplinary knowledge)</b>
<b>Autumn Term</b>	<b>Make marks on large gross motor and small scale as they draw and paint using a range of tools.</b>  Phonics: Aspect 1 – General sound discrimination – environmental	<b>Understand that print has meaning</b>	<b>Holds a crayon/brush/pencil/chalk to make marks, making connections to movement and marks they make.</b> Point to writing/letters in a book Find their name card recognise their first name

	<p>Aspect 2 – General sound discrimination – instrumental sounds  Aspect 3 – General sound discrimination – body percussion  Aspect 4 – Rhythm and rhyme</p>		<p>Pointing to words on a walk around setting in areas  During book talk adults modelling explicitly text, pictures, left to right</p>
<p><b>Spring Term</b></p>	<p><b>Hold a tripod</b> to make marks with more controlled movements, closed shapes, lines, circles in large and small motor scale.</p> <p>Curved and Changing Lines</p>  <p>More complex lines</p>  <p><b>Phonics:</b>  Aspect 5 – Alliteration  Aspect 6 – Voice sounds  Aspect 7 – Oral blending and segmenting</p> <p>Identify some sounds that are similar – hard sounds p/d, h discriminates auditory g from a y. Assessment - can they discriminate those letters that are the same and not the same? (Create simple diagnostic assessment.)  Begin phase 2 first set of sounds s,a,t,i,p,n.</p>	<p><b>Begin to make marks to ascribe meaning</b> e.g. a letter/mark for their first name when labelling their drawing/painting/learning</p>	<p><b>Begin to ascribe some meaning to marks they make.</b>  Orally model and trace/practise name writing, forming letters  Pupils add marks to label/name their learning  Large gross motor and fine motor with different writing implements chalk, water with a large brush, paint, in the sand, tripod pen/pencil...</p>
<p><b>Summer Term</b></p>	<p><b>Hold a pencil between 2 fingers and their thumb and use it with good control.</b>  <b>Copy some letters e.g. from their name.</b>  <b>Write some letters accurately.</b></p>	<p><b>Begin to form some recognisable letters</b> (linked to name/taught phonics)  <b>Understand print goes from left to right</b>  <b>Write recognisable letters of own name</b> (first name)</p>	<p><b>Name tracing/writing daily</b>  Labelling their name on learning, drawings/paintings</p>

	<p>Phonics: Recognise several GPCs grapheme/phoneme correspondences</p> <p>Aspect 7 – Oral blending and segmenting Phonics intent for teaching sequence of Phase 2 phonemes</p>		<p><b>Form correct grapheme to match a noun's initial sound</b> e.g. <i>sound bag object e.g. s for sock, sausage, sun.</i></p>
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<p>Foundation Stage 2</p>			
<p><b>Terminology</b></p>	<p><b>Letter, line, flick out, word, finger space.</b></p>		
	<p><b>Transcriptional – Phonics application, handwriting, spelling</b> <b>Progression in pencil grip is within the appendix</b></p>	<p><b>Knowledge components – Sentence composition (grammar and punctuation)</b></p>	<p><b>Text Composition, Structure and Organisational Devices (disciplinary knowledge)</b></p>
<p><b>Autumn Term</b></p>	<p><b>Write recognisable letters linked to the phonics sessions and daily practise of linear/curved patterns needed at fine motor level.</b> Any child still needing gross motor control has this as an intervention.</p> <p>Physical development: Begin to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <i>(guided group focus for children needing fine/ gross motor skill development)</i></p> <p>Form all lower case letters correctly.</p> <p>Form upper case letters correctly <i>(those that are ready)</i></p> <p>Phonics – phase 2 sounds, phase 2 tricky words. By end of Autumn, all children should be secure at recognising all phase 2 phonemes and be able to read the tricky words. Children should be able to blend and segment phase 2 words and begin to write these using GPCs with some correctly formed letters.</p>	<p><b>Begin to write CVC words applying taught phonemes Phase 2.</b> <i>e.g. set 1: sat, pat, pin, tin, nip, sip, tip, tap, nap, tan, pan and then the next sets.</i></p> <p>Autumn 2</p> <p><b>Begin to write 3/4 word sentences with correct spacing</b> e.g. <i>when explicitly modelled/ dictated 'The big dog ran'.</i></p>	<p><b>Write simple lists and labels using some correctly formed letters and correct GPCs</b> (e.g. for CVC words or the initial and end phonemes). Model how to say a basic label and write (explicitly segmenting and writing).</p>
<p><b>Spring Term</b></p>	<p><b>Write letters accurately linking to letter families, refining the formation so every letter is formed correctly.</b></p> <p>Using the tripod grip to form all lower case letters correctly.</p> <p>Form upper case letters correctly <i>(those that are ready)</i></p> <p>Phonics – phase 3. By the end of Spring children should recognise all phase 2 and phase 3 phonemes and use correct GPCs to segment and write words. Children should be able to read all phase 2 and phase 3 tricky words, and spell all phase 2 tricky words, using correctly formed letters.</p>	<p><b>Use finger spaces between words in a 3-4 word caption/sentence.</b></p>	<p><b>Write a simple short sentence when modelled with increasing accuracy.</b> <i>E.g. Dictation sentences applying taught GPCs and taught common exception words linked to an image, prop, short video, character from a text.</i></p>

<b>Summer Term</b>	<b>Record almost all letters with the cursive 'flick out'.</b> Continue with daily handwriting, repeating again the letter families.	<b>Begin to use capital letters and full stops</b> (for those children who are ready).	<b>Write 2-3 simple sentences accurately so that they can be read.</b> <i>e.g. To retell 3 parts of a well known story.</i> <i>To describe a noun/animal/character.</i> <i>To write a message to someone else.</i> <i>To write a 3 line poem e.g Red is...</i>
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### Year 1

In Autumn Term, writing teaching will be based on teacher assessment and will be taught through a cross curricular approach. Teachers will ensure the following objectives are revisited to ensure that transcriptional knowledge is prioritised and embedded.

- The focus should be on fluent letter formation, phonics and vocabulary.
- All children should know the alphabet code. Adults should intervene where this is not known.
- Fluency in transcription is paramount.
- The emphasis is on sentence, word and grammar after transcription. Children need to understand basic structures before they begin to think about independent composition. Through reading, class composition will take place to model knowledge as writers.
- Regular opportunity for dictated sentences should take place so that children are able to develop automaticity with transcription and they can practise applying phonics.
- Whilst children are learning skills in transcription (handwriting/spelling), they should compose ideas orally. Children will develop these skills through regular engagement with texts.

Whilst the school has a structured writing curriculum for Year 1 children in Spring Term, children who do not yet have secure transcriptional skills must continue to focus on these aspects before moving onto individual composition.

Planning using graphic organisers is completed whole class.

Year 1				
<b>Composition</b> <b>Pupils should be taught to write sentences by:</b>				
<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discussing what they have written with the teacher or other pupils, reading aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>				
	<b>Transcriptional – Phonics application, handwriting, spelling</b> <b>Progression in pencil grip is within the appendix</b>	<b>Knowledge components – grammar and punctuation</b>	<b>Sentence composition (Alan Peat)</b>	<b>Text Composition, Structure and Organisational Devices (disciplinary knowledge)</b>
<b>Terminology</b>	<b>Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full stop, Question mark, Exclamation mark, Verb, Noun, Adjective</b>			

<p><b>Autumn Term</b></p>	<p><b>Handwriting</b> Write recognisable letters, most of which are correctly formed (ELG).</p> <p><b>Spelling</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b>Handwriting</b> * linked to school programme</p> <p>Teach handwriting daily, link to letter families to know where each letter starts and finishes.</p> <p>Teach how to form some capital letters.</p> <p><b>Spelling</b> Teach how to spell words containing each of the 40+ phonemes already taught.</p> <p>Teach how to spell some common exception words.</p> <p>Teach how to spell some days of the week.</p>	<p><b>Teach letter names.</b></p> <p><b>Teach capital letter I to apply into writing for the pronoun I.</b> <i>e.g., I see a dog. I can see the ship. I go to the shop.</i></p> <p><b>Teach so that pupils write nouns applying their phonic taught patterns.</b> <i>(Write labels on post-it notes and label objects, application of phonics etc).</i></p> <p><b>Teach how to use finger spaces accurately between words.</b></p> <p><b>Teach how use capital letters for the start of a sentence accurately.</b></p> <p><b>Teach how to use full stops to mark the end of a sentence accurately.</b></p>		<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG - Comprehension)</b></p> <p><b>Begin on the left hand side of the page and write to the right hand side.</b></p> <p>Sequencing sentences to form short narratives</p> <p><b>Fiction</b> Beginning Middle End</p> <p><b>Non-Fiction</b> First, Next, Then...</p>
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<p><b>Spring Term</b></p>	<p><b>Handwriting</b> * linked to school programme</p> <p>Daily handwriting linked to lower-case and upper-case formation</p> <p><b>Spelling</b> Teach how to spell many common exception words.</p> <p>Teach how to spell most days of the week.</p> <p>Teach prefix –un</p>	<p><b>Teach pupils to write sentences using spaces between words, a capital letter and full stop with increased accuracy.</b></p> <p><b>Teach how to use the conjunction ‘and’ to join two sentences together.</b> <i>e.g. I like to go to the park and play football.</i></p> <p><b>Teach verbs and adjectives so that pupils apply into sentences.</b> <i>E.g. A big dog ran. The pink pig sat. The green frog is jumping.</i></p> <p><b>Teach prefix un and link to verb and adjective so pupils can apply this prefix to words</b> <i>e.g. unhappy, unlock, unfair, undo</i></p>	<p><b>Spring</b></p> <p><b>1A Sentences</b> Teach one adjective sentences <i>e.g. It was an old house</i></p>	
<p><b>Summer Term</b></p>	<p><b>Handwriting</b> * linked to school programme</p> <p>Application of correct formation within writing in all areas of the curriculum.</p> <p><b>Spelling</b> Teach how to spell all common exception words.</p> <p>Teach –s/ –es plurals (no changes to the root word) Teach suffixes –ing, -ed, -er, -est</p> <p>Teach how to spell all days of the week</p>	<p><b>Teach pupils how to use a question mark.</b></p> <p><b>Teach pupils how to use an exclamation mark.</b></p> <p><b>Repeated practice to develop all of the above.</b></p>	<p><b>Repeated practice to develop all of the above.</b></p>	
<p><b>Text Types- These are suggested only. The priority is for authentic audiences and purposes.</b></p>	<p><b>Narratives</b></p> <ul style="list-style-type: none"> <li>• Sequence events in order</li> <li>• Write description of places and people using adjectives and adverbs</li> <li>• Write in a consistent tense</li> </ul> <p><b>Simple recounts</b></p> <ul style="list-style-type: none"> <li>• Recount first hand experiences or role-played events verbally and written</li> <li>• Understand order of events</li> <li>• Begin to include ‘who, what, when, why’ to add detail to recount</li> </ul>			

	<ul style="list-style-type: none"> <li>• Order pictures, captions and sentences correctly</li> <li>• Begin to include the 5 senses</li> <li>• Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> <li>• Use time adverbials such as first, then, next to order and sequence writing</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Write each instruction on a different line</li> <li>• Sequence instructions in the correct order, beginning to use numbers</li> <li>• Use time adverbials to sequence and order instructions</li> <li>• Begin to add precise language to improve instructions</li> <li>• Use imperative (bossy) verbs</li> </ul>
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## Year 2

The school intends that pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. The school intends for pupils to be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers will therefore be consolidating pupils' writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology. Teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Children will be given the opportunity to write narratives about personal experiences or from fiction. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.

Year 2	<p><b>Composition</b></p> <p><b>Pupils should be taught to:</b></p> <p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) and reading aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
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	<p><b>Transcriptional – Phonics application, handwriting, spelling</b></p> <p><b>Progression in pencil grip is within the appendix</b></p>	<p><b>Knowledge components – grammar and punctuation</b></p>	<p><b>Sentence composition (Alan Peat)</b></p>	<p><b>Text Composition, Structure and Organisational Devices (disciplinary knowledge)</b></p>
<p><b>Terminology</b></p>	<p><b>Noun phrase, Conjunction, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb, Tense (past, present), Apostrophe and Comma</b></p>			
<p><b>Autumn Term</b></p>	<p>Revisit the phase 5 spelling rules and alternative pronunciations in handwriting patterns daily (see phonics approach document)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in <i>some</i> of their writing</p> <p>Segment spoken words into phonemes and represent these by graphemes</p> <p>Spell <i>some</i> common exception words</p> <p>Begin to join letters with diagonal and horizontal strokes.</p> <p>Embed capital letter formation and digits of the correct size, orientation and relationship to one</p>	<p>Write sentences using capital letters, finger spaces and full stops accurately.</p> <p>Use the conjunction ‘and’ to join sentences</p> <p>Use capital letters for proper nouns and the pronoun ‘I’.</p> <p>Write simple statement sentences accurately.</p> <p>The cat was black. The fire blazed for days.</p> <p>Write question sentences (<b>who, what, where, when, how, has</b>).</p> <p>Who was King during the Fire of London? What did they try to stop the fire? Where did the fire start? When did the fire start? How do we know about the fire? Has this happened again since? Why did the fire spread so quickly?</p>	<p><b>After teaching questions:</b></p> <p><b>All the Ws:</b></p> <p><b>Example</b></p> <p><b>Would</b> there ever be another opportunity like this one? <b>Who</b> would take over this role now? <b>What</b> if you had all of the money in the world? <b>Why</b> do zebras have stripes?</p> <p><b>Rule:</b></p> <p>Your short sentence must start with one of the following W words:</p> <p>Who? What? When? Where? Why? Would? Was? What if?</p> <p><b>When teaching coordinating conjunctions</b></p> <p><b>BOYS Sentences</b></p> <p><b>Example:</b></p> <p>He was a friendly man most of the time, <b>but</b> he could become nasty. He could be really friendly <b>or</b> he could be really miserable. It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p>	<p><b>Sequencing sentences to form short narratives</b></p> <p><b>Write under headings as an introduction to paragraphs</b></p>

	<p>another and to lower-case letters.</p> <p>Spell by segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly.</p> <p>In spelling, include practising a few common homophones.</p> <p>Learn to spell Y2 common exception words.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .</p>	<p><b>Write simple command sentences linked to writing instructions.</b> Knead the bread for 5 minutes. Put the bread rolls into the hot oven.</p> <p><b>Use expanded noun phrases in their writing with increased independence (determiner, adjective, noun)</b> The terrified men... A delicious bread roll</p> <p><b>For children who are applying the above independently, extend so that they could add 2 adjectives –</b> The terrified, exhausted men A delicious, warm bread roll</p> <p><b>Use coordinating conjunctions – or, and, but - to extend and join 2 simple sentences.</b> You could spread jam or butter on the bread roll. Stir in flour and yeast. Put the bread in the oven but be careful! It is hot.</p> <p><b>Begin to understand and use past and present tense (and the spelling rules for past tense) in their writing.</b> just add -ed (ends in two consonants) has a short vowel sound (a, e, i, o, u) so double</p>	<p><b>Rule:</b> A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a conjunction.</p> <p><b>When teaching exclamation sentence:</b> That begin with What and How</p> <p><b>Example:</b> What a lovely day! How wonderful to see you!</p> <p><b>Short Sentences:</b> <b>Example:</b> Then it happened. He stopped. Everything failed. The door opened. What’s wrong?</p> <p><b>Rule:</b> 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.</p>	
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		<p>the consonant before adding –ed  swap the ‘y’ for an ‘i’ before adding –ed  drop the ‘e’ before adding ‘ed’</p>		
<p><b>Spring Term</b></p>	<p><b>Practise handwriting linked to the spelling patterns being taught.</b></p> <p><b>Join letters with diagonal join strokes with more accuracy.</b></p> <p><b>Learn to spell more words with contracted forms.</b></p> <p><b>Learn how to use the possessive apostrophe (singular).</b></p> <p><b>Learn to spell most Y2 common exception words accurately.</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></p>	<p><b>Begin to use commas for lists.</b>  <i>I like apples, pears and oranges.</i>  <i>You will need scissors, glue and tape.</i></p> <p><b>Begin to use subordinating conjunctions – when, if, that, because - to extend their sentences in narrative and non-narrative pieces of writing.</b>  <i>e.g. When the fire started it quickly spread out of control.</i>  <i>If it had rained that month the fire would not have spread so quickly.</i>  <i>We know about the fire of London because Samuel Pepys kept a diary.</i></p> <p><b>Show understanding of verbs and apply this into their writing.</b>  A verb is a doing and being word – remind children have, is, was, are all verbs.</p> <p><b>Use exclamation sentences (that begin with ‘what’ and ‘how’)</b></p> <p><b>Pupils are beginning to understand and use past</b></p>	<p><b>When teaching commas for lists:</b></p> <p><b>List sentences</b></p> <p><b>Example:</b>  <i>It was a <b>dark, long and leafy</b> lane.</i>  <i>She had a <b>cold, cruel and chilling</b> cackle.</i>  <i>It was a <b>cold, wet and miserable</b> Wednesday afternoon.</i>  <i>His hair was <b>long, brown and unwashed</b>.</i></p> <p><b>Rule:</b>  A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.</p> <p><b>When teaching exclamation sentence:</b>  That begin with ‘What’ and ‘How’</p> <p><b>Example:</b>  What a lovely day!  How wonderful to see you!</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.  Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming</i>)</p>

		<p><b>and present tense (and the spelling rules for past tense) in their writing.</b></p> <ul style="list-style-type: none"> <li>- just add -ed (ends in two consonants)</li> <li>- has a short vowel sound (a, e, i, o, u) so double the consonant before adding -ed</li> <li>- swap the 'y' for an 'i' before adding -ed</li> <li>- drop the 'e' before adding 'ed'</li> </ul>		
<p><b>Summer Term</b></p>	<p><b>In daily handwriting to link to the spelling patterns being taught.</b></p> <p><b>To correctly join letters with the diagonal join strokes for lowercase letters.</b></p> <p><b>Learning to spell all Y2 common exception words accurately.</b></p> <p><b>Distinguishing between homophones and near-homophones e.g. be/bee. Blew/blue. Night/knight. One/won. Quite/quiet. Bare/bear.</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</b></p>	<p><b>Pupils are beginning to show their understanding and applying simple contractions correctly with the correct use of an apostrophe.</b> don't, can't, couldn't, I'm, he'll</p> <p><b>Pupils show understanding and are beginning to use simple contractions for singular possession.</b> Mr Grimley's delicious packed lunch was stolen again!</p>	<p><b>Repeated practice to develop all of the above.</b></p>	<p><b>Repeated practice to develop all of the above.</b></p>

	<b>punctuation taught so far.</b>			
<b>Text Types</b>	<p><b>Narratives and recounts</b></p> <ul style="list-style-type: none"> <li>• Sequence events in order</li> <li>• Write descriptions of places and people using adjectives and adverbs</li> <li>• Write in a consistent tense</li> <li>• Recount first hand experiences or role-played events verbally and written</li> <li>• Begin to include 'who, what, when, why' to add detail to recount</li> <li>• Order pictures, captions and sentences correctly</li> <li>• Begin to include the 5 senses</li> <li>• Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> <li>• Use time adverbials such as first, then, next to order and sequence writing</li> </ul> <p><b>Report/Information Writing</b></p> <ul style="list-style-type: none"> <li>• Use headings to organise writing</li> <li>• Use questions for sub-headings</li> <li>• Discuss the purpose of the text</li> <li>• Create a fact file about a theme using key features of a non-chronological report <i>e.g title, sub-heading</i></li> <li>• Begin to use sub-headings to organise writing</li> <li>• Discuss and then write down facts in sentences</li> <li>• Use topic vocabulary</li> <li>• Label and caption pictures / photos</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Write each instruction on a different line</li> <li>• Sequence instructions in the correct order, beginning to use numbers</li> <li>• Use time adverbials to sequence and order instructions</li> <li>• Begin to add precise language to improve instructions</li> <li>• Use imperative (bossy) verbs</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Use senses</li> <li>• Pattern and rhyme</li> <li>• Poems on a theme</li> </ul>			

## Year 3

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. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

**Composition**

**Pupils should be taught to plan their writing by:**

- 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

**Draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

	<p><b>Transcriptional – Phonics application, handwriting, spelling</b></p> <p><b>Progression in pencil grip is within the appendix</b></p>	<p><b>Knowledge components – grammar and punctuation</b></p>	<p><b>Sentence composition (Alan Peat)</b></p>	<p><b>Text Composition, Structure and Organisational Devices (disciplinary knowledge)</b></p>
<b>Terminology</b>	<p><b>Noun, Noun phrase, Conjunction, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb, Tense (past, present), Apostrophe, Comma</b></p>			
<b>Autumn Term</b>	<p><b>Handwriting to be taught x3 weekly and linked to the phase 5 alternative spelling patterns</b> (see phonics approach)</p> <p><b>Increase legibility, consistency and quality in handwriting when joining all lower-case letters.</b></p> <p><b>Know which letters, when adjacent, are best left not joined.</b></p>	<p><b>Write sentences using capital letters, finger spaces and full stops accurately.</b></p> <p><b>Maintain standard English form a/an.</b></p> <p><b>Use pronouns for clarity:</b> it, they, her etc</p> <p><b>Maintain consistency of subject and verb</b></p> <p><b>Begin to understand and use past and present tense</b> (and the spelling</p>	<p><b>When teaching co-ordinating conjunctions:</b></p> <p><b>BOYS Sentences</b></p> <p><b>Example:</b> He was a friendly man most of the time, <b>but</b> he could become nasty. He could be really friendly <b>or</b> he could be really miserable. It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p> <p><b>Rule:</b> A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends</p>	<p>Write a narrative with beginning, middle, end or a simple description changing 1 element</p> <p>Apply taught knowledge components to write for different purposes</p> <p>In narratives, create settings, characters and plot</p> <p><b>Write under headings (as an introduction to paragraphs)</b></p>

	<p><b>Revisit common exception word spellings for year 2 in Autumn 1</b></p> <p>Spelling focus 1: adding prefix dis-, in-,          Spelling focus 2: add im- to root words beginning with m or p          Spelling focus 3: adding suffix -ous and the rule of drop the 'e' before adding -ous</p> <p><b>Spell homophones:</b>          there/their, no/know,          write/right, where/wear,          meet/meat, great/grate,          break/brake, week/weak</p> <p><b>Write from memory, or dictated by the teacher, simple sentences that include words and punctuation taught so far.</b></p>	<p>rules for past tense) in their writing.</p> <p><b>Write question sentences</b> (who, what, where, when, how, has).  <b>Use question marks.</b></p> <p><b>Write simple command sentences</b> linked to writing instructions.</p> <p><b>Understand and use exclamation sentences when it is appropriate in their writing. Use exclamation marks</b></p> <p><b>Use expanded noun phrases in their writing with increased independence</b> (determiner, adjective, noun).</p> <p><b>Use coordinating conjunctions – or, and, but</b> to extend and join 2 simple sentences.</p> <p><b>Begin to use subordinating conjunctions</b> – when, if, that, because, to extend their sentences in narrative and non-narrative pieces of writing.</p> <p><b>Use commas for lists</b></p>	<p>with a comma (,) and the last part <u>always</u> begins with a conjunction.</p> <p><b>When teaching noun phrases:</b></p> <p><b>2A Sentences</b></p> <p><b>Example:</b>          He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.          It was an <b>overgrown, messy</b> garden with a <b>leafless, lifeless</b> tree.          The <b>huge, green</b> tractor ploughed the <b>wet, muddy</b> field.</p> <p><b>Rule:</b>          A 2A sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</p>	
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		<p><b>Use simple contractions with the correct use of an apostrophe</b></p> <p><b>Adverbs of how:</b> angrily, anxiously, cautiously, cheerfully, crossly, cruelly etc.</p>		
Spring Term	<p><b>Handwriting to be taught x3 weekly linked to spelling rules being taught (focus 4-8).</b></p> <p><b>Letters are consistent in size and formation accurately joined.</b></p> <p><b>Capital letters are the correct size relative to lower case.</b></p> <p><b>Learn to spell most Y3 common exception words accurately.</b></p> <p>Spelling focus 4: add suffix -ly to make a root word an adverb (if the word ends in a y change to an 'i' before adding ly)</p> <p>Spelling focus 5: words ending in -ture</p> <p>Spelling focus 6: adding -ation to verbs to form nouns (if a verb ends in a consonant we usually just add -ation, if verb ends in 'e', drop the 'e' before adding -ation)</p> <p>Spelling focus 7: words with the 'c' sound spelt ch</p> <p>Spelling focus 8: Words with the sh sound spelt ch</p>	<p><b>Use subordinating conjunctions to express time and cause:</b> if when, because, although. Although it was raining, Because it fell on the floor,</p> <p><b>Extend an expanded noun phrase using a prepositional phrase:</b> the fluffy pencil case on the table</p> <p><b>Some use of prepositions to express time, place and cause:</b> Before midnight Under the tree Because of the rain</p> <p><b>Adverbs for when:</b> afterwards, again, beforehand, early later, never, now often recently, soon, then, today. tomorrow yesterday.</p> <p><b>Adverbs for where:</b> above, around, away, below, downstairs, everywhere, here, inside,</p>	<p><b>When teaching adverbials for where:</b> __ing, __ed.</p> <p><b>Example:</b> <b>Walking</b> in the bush, she <b>stopped</b> at the sight of a crocodile facing her. <b>Running</b> near the beach, he <b>halted</b> as the ground gave way. <b>Jumping</b> quickly through the air, she <b>landed</b> on her feet before sprinting away</p> <p><b>Rule:</b> The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain <b>where</b> the action is happening.</p> <p><b>When teaching adverbs for how:</b></p> <p><b>Double -ly ending</b></p> <p><b>Example:</b> He swam <b>slowly</b> and <b>falteringly</b>. He rode <b>determinedly</b> and <b>swiftly</b>. He laughed <b>loudly</b> and <b>heartily</b>. He tiptoed <b>quietly</b> and <b>carefully</b>.</p>	<p><b>Write effectively and coherently for different purposes</b></p> <p><b>In non-narrative material, using simple organisational devices</b> (e.g. headings and sub-headings)</p> <p><b>Use of paragraphs to group related material</b></p> <p><b>Some use of the present perfect form verbs instead of the simple past</b> He has gone out to play.</p>

	<p><b>Spell a wider range of homophones accurately:</b> whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</p>	<p>outside, there, up, upstairs, wherever.</p> <p><b>Begin to use inverted commas for speech:</b> “Hello,” said the boy.</p> <p><b>Commas for lists</b></p> <p><b>Apostrophes for contraction</b></p> <p><b>Apostrophes to mark singular possessions in nouns</b></p>	<p><b>Rule:</b> The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</p>	
<p><b>Summer Term</b></p>	<p><b>Handwriting to be taught x3 weekly linked to spelling rules being taught (focus 9-15).</b></p> <p><b>Letters are consistent in size and formation, and are accurately joined.</b> <b>Capital letters are the correct size relative to lower case.</b></p> <p><b>Spell Y3 common exception words accurately.</b> Spelling focus 9: Adding the suffix -ion (if the root word ends in t just add -ion, if it ends in te, drop the e before adding -ion) Spelling focus 10: Adding the suffix -ian Spelling focus 11: Adding the prefix re-, Spelling focus 12: Adding the prefix anti- Spelling focus 13: Adding the prefix super-</p>	<p><b>Repeated practice to develop all of the above.</b></p> <p><b>Begin to use some dialogue to convey character’s attitude/mood etc.</b></p> <p><b>Use inverted commas for direct speech <i>mostly</i> correctly</b></p> <p><b>Select alternative and more effective verbs</b></p>	<p><b>When consolidating subordination:</b></p> <p><b>As -ly</b></p> <p><b>Example:</b> <b>As</b> the rain came down <b>heavily</b>, the children ran for shelter. <b>As</b> the wind screamed <b>wildly</b>, the lost giant lumbered along the path. <b>As</b> the water heats up <b>quickly</b>, a change of state happens called ‘evaporation’.</p> <p><b>Rule:</b> The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.</p>	<p><b>Write for a range of purposes and audience and beginning to show awareness for the reader</b> e.g selecting vocabulary that fits the purpose</p> <p><b>Use of paragraphs to group related material</b></p> <p>Use dialogue to convey characters’ attitudes and move the story on through what is said and done</p> <p><b>Use present and past verb forms mostly correctly and consistently</b></p> <p><b>Use a range of cohesive devices</b> (including subordinating conjunctions, adverbs and prepositions) - within and across sentences - within and across paragraphs</p>

	Spelling focus 14: Adding the prefix sub- Spelling focus 15: The short 'i' sound spelt 'y'			
<p><b>Text Types-</b>  <b>These are suggested only. The priority is for authentic audiences and purposes.</b></p>	<p><b>Narrative-setting, character and plot.</b></p> <ul style="list-style-type: none"> <li>• Use dialogue for effect to show character and advance action</li> <li>• Opening, build up, problem, resolution, ending tied to opening.</li> <li>• Develop settings using similes and expanded noun phrases</li> <li>• Accurate speech punctuation</li> <li>• Discuss the plot line and begin to show cohesion between the beginning, middle and end</li> <li>• Begin to start paragraphing to section the story</li> <li>• Describe characters including describing their personality using expanded noun phrases.</li> <li>• Show an awareness of the reader by writing in a specific style.</li> <li>• Write in a consistent tense</li> </ul> <p><b>Recount/diary writing</b></p> <ul style="list-style-type: none"> <li>• Accurate use of past tense</li> <li>• Sequence events in chronological order</li> <li>• Use of adverbs for when</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poems to perform</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Write instructions continuing to use numbers correctly</li> <li>• Create and use an introduction</li> <li>• Use captions, pictures, diagrams and labels</li> <li>• Use precise language to improve instruction as well as subject specific vocabulary</li> <li>• Use commands with imperative verbs</li> <li>• Use adverbs to add detail</li> <li>• Sequence events (numbered steps, adverbials)</li> <li>• Use imperative verbs - command sentences</li> <li>• Use expanded noun phrases</li> </ul> <p><b>Report/Information writing</b></p> <ul style="list-style-type: none"> <li>• Use of headings/sub-headings</li> <li>• Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.</li> <li>• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</li> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Maintain consistency in non-narrative, including purpose and tense.</li> <li>• Create an alphabetically ordered dictionary or glossary of special interest words.</li> </ul>			

	<p><b>Informal Letter/Formal letter</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the conventions of letter writing and formality</li> <li>• Sustain purpose and meaning for writing</li> </ul>
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Year 4				
<p><b>Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-reading for spelling and punctuation errors</li> <li>• reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>				
	<p><b>Transcriptional – Phonics application, handwriting, spelling</b></p>	<p><b>Knowledge components – grammar and punctuation</b></p>	<p><b>Sentence composition (Alan Peat)</b></p>	<p><b>Text structure and organisation Composition (disciplinary knowledge)</b></p>

	Progression in pencil grip is within the appendix			
Terminology	Preposition, Conjunction, Word family, Prefix, Clause, Subordinate clause, Direct speech, Consonant, Vowel, Inverted commas			
Autumn Term	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>All letters are joined consistently, and with digits are consistently sized and correctly orientated.</p> <p>Revise year 3/4 common exception word spellings</p> <p><b>Spelling:</b>          Spelling focus 1: Adding the prefix mis- and revising un-, in-, dis-          Spelling focus 2: Words ending in zhuh spelt -sure          Spelling focus 3: The short u spelt ou          Spelling focus 4: Adding the prefix - auto          Spelling focus 5: Adding the suffix -ly          Spelling focus 6: Adding the prefix inter-</p>	<p><b>Use subordinating conjunctions to express time and cause, including:</b> if, when, because, although <i>e.g. although it was raining, because it fell on the floor, while we were asleep, after the test ended</i></p> <p><b>Some use of prepositions to express time, place and cause e.g.</b> <i>before midnight, after tea (time), under the tree, down the street(place), because of the rain (cause )</i></p> <p><b>Use fronted adverbials</b> using adverbs, noun phrases, prepositional phrases</p> <p><b>Adverbs for when:</b> afterwards , again , beforehand, early later , never, now often recently, soon, then, today. tomorrow yesterday.</p> <p><b>Adverbs for where:</b> above, around, away, below, downstairs, everywhere, here, inside, outside, there, up, upstairs, wherever.</p> <p><b>Adverbs for how:</b> angrily, anxiously, cautiously</p> <p><b>Understand and use past and present progressive form</b></p> <p><b>Maintain standard English form a/an.</b></p> <p><b>Use question marks and exclamation marks.</b></p> <p><b>Use commas in a list</b></p> <p><b>Use apostrophes for contraction and singular possession.</b></p> <p><b>Use inverted commas for direct speech</b></p>	<p><b>When teaching noun phrases:</b></p> <p><b>2A Sentences</b></p> <p><b>Example:</b>          He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.          It was an <b>overgrown, messy</b> garden with a <b>leafless, lifeless</b> tree.          The <b>huge, green</b> tractor ploughed the <b>wet, muddy</b> field.</p> <p><b>Rule:</b>          A 2A sentence has <u>two</u> <u>adjectives</u> before the first noun and <u>two</u> <u>adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</p>	<p>Write for a range of purposes and audiences</p> <p>Use paragraphs to organise ideas</p> <p>In narrative , describe characters and settings</p> <p>Use headings and sub-headings to organise non-narrative texts.</p>

<p><b>Spring Term</b></p>	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Handwriting is consistent, fluent and legible.</b></p> <p><b>Learn to spell Y3/4 common exception words with the majority spelt accurately.</b></p> <p><b>Spelling:</b>          Spelling focus 7: Homophones – pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury          Spelling focus 8: Words with the ay sound spelt eigh, ei, ey          Spelling focus 9: Words ending in -ous          Spelling focus 10: Words with the s sound spelt sc          Spelling focus 11: Possessive apostrophes with plural words          Spelling focus 12: Words ending in zhun spelt -sion</p>	<p><b>Use expanded noun phrases including modify adjectives e.g. the extreme weather, some strange business</b></p> <p><b>Use expanded noun phrases including preposition phrases e.g. the woman outside the school, the extreme weather on the island</b></p> <p><b>Use a range of subordinating conjunctions, adverbs and prepositions within and across sentences.</b></p> <p><b>Use a range of fronted adverbials – adverbs, noun phrases, prepositional phrases and subordinate clauses.</b></p> <p><b>Use expanded noun phrase that combine different additional modifiers e.g. The grass under every tree in the forest, the extreme weather across the globe.</b></p> <p><b>Use dialogue to convey character (attitude/mood) or advance the action (move the story on from what is been said or done)</b></p> <p><b>Use present and past verb forms mostly correctly and consistently.</b></p> <p><b>Use the full range of punctuation taught at KS1 mostly correctly.</b>          (Capital letters, full stops, question marks, exclamation mark, commas for lists, apostrophe for contraction and singular possession)</p> <p><b>Use inverted commas to punctuate direct speech.</b></p> <p><b>Apostrophes to mark plural possession.</b></p>	<p><b>When teaching adverbial openers (how):</b></p> <p><b>Emotion, comma</b></p> <p><b>Example:</b>  <b>Desperate</b>, she screamed for help.  <b>Terrified</b>, he froze instantly on the spot where he stood.  <b>Anxious</b>, they began to realise they were lost.  <b>Happily</b>, the astronaut stepped safely from the shuttle.</p> <p><b>Rule:</b>          Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.          When teaching, provide an A-Z list of emotions the children could use.</p> <p><b>When teaching adverbial openers (how):</b></p> <p><b>Verb, person</b></p>	<p><b>Write for a range of purposes and audiences</b></p> <p><b>Use paragraphs to organise ideas</b></p> <p><b>In narrative, describe characters and settings</b></p> <p><b>Use headings and sub-headings to organise non-narrative texts.</b></p>

		<p><b>Commas for fronted adverbials</b> (if appropriate)</p>	<p><b>Example: Running, Sarah</b> almost tripped over her own feet.  <b>Tiptoeing, he</b> tried to sneak out across the landing without waking anybody up.</p> <p><b>Rule:</b>  A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.</p>	
<p><b>Summer Term</b></p>	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Writing is spaced sufficiently so that ascenders and descenders do not meet.</b></p> <p><b>Spell all Y3/4 common exception words accurately.</b></p> <p><b>Spelling:</b>  Spelling focus 13: Adding il- and revising un-, in-, mis-, dis-,  Spelling focus 14: The c sound spelt –que and the g sound spelt –gue  Spelling focus 15: Homophones – heal/heel, missed/mist, who’s/whose, accept/except, affect/effect  Spelling focus 16: Adding ir- to words beginning with r</p>	<p><b>Repeated practice to develop all of the above.</b></p> <p><b>Use a variety of expanded noun phrases to describe and specify.</b></p> <p><b>Integrate dialogue to convey character (attitude/mood) and advance the action (move the story on from what is been said or done.</b></p> <p><b>Use different verb forms.</b></p>	<p><b>When teaching subordinate conjunctions:</b></p> <p><b>If, if, if, then.</b></p> <p><b>Example:</b>  <b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been finished, <b>then</b> he might have got to school on time.  <b>If</b> I hadn’t found the watch, <b>if</b> the alarm hadn’t gone off, <b>if</b> I hadn’t scared those burglars, <b>then</b> I wouldn’t be sitting here today.</p>	

Spelling focus 17: Adding suffix –ion  
(words ending in ss, t)  
Spelling focus 18: Adding suffix –ion  
(change verbs to nouns, words ending  
in se)

**Rule:**  
Summarising a  
dramatic plot (key  
plots) at beginning or  
the end of a story in  
groups of 3. The  
emphasis should be on  
using the comma after  
each clause.  
Each clause always  
begins with an **if** or a  
**then** and each clause  
ends with a comma (,) or  
a full stop (.)

**When teaching  
subordinate clauses:**

**With a(n) action, more  
action**

**Example:**  
**With a smile**, Greg  
**waved** goodbye.  
**With a weary wail**,  
Thor **launched** his final  
attack.  
**With a deep breath**,  
Neil Armstrong  
**stepped** carefully on to  
the surface of the  
moon.

**Rule:**  
This two-part sentence  
starts with a  
subordinate clause  
which starts with the  
phrase '**With a(n)...**'  
followed by an action  
and a comma. The  
main clause then  
describes more action

			which occurs simultaneously.	
<p><b>Text Types-</b>  <b>These are suggested only. The priority is for authentic audiences and purposes.</b></p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Use dialogue for effect to show character and advance action</li> <li>• Opening, build up, problem, resolution, ending tied to opening.</li> <li>• Develop settings using similes, expanded noun phrases and metaphors</li> <li>• Develop characterisation using what the character said and how it was said.</li> <li>• Accurate speech punctuation.</li> </ul> <p><b>Recounts/Diary writing</b></p> <ul style="list-style-type: none"> <li>• Introductory paragraph, 2 main paragraphs to organise events and a final reflective summary paragraph.</li> <li>• Use of fronted adverbials</li> <li>• Use reported speech.</li> <li>• Use of senses, detailed description and emotive language appeals to the reader</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poems to perform</li> <li>• Shape poetry and calligrams</li> <li>• Language play (play with language), puns, riddles, nonsense verse, pace and expression</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>• Instructions include all features of the text type</li> <li>• Know the purpose and language is chosen carefully</li> <li>• Different audiences are explored</li> </ul> <p><b>Report/information writing</b></p> <ul style="list-style-type: none"> <li>• Research a particular area (based on own interest or wider curriculum) using reference materials (books, IT sources)</li> <li>• Locate, read and note relevant information. Decide how to present information and make informed choices by using structures from different text types</li> <li>• Read and evaluate a wide range of simple persuasive texts, explaining and evaluating responses orally</li> <li>• Begin to use words, pictures and other communication modes to persuade others when appropriate</li> </ul> <p><b>Letter (formal and informal)</b></p> <ul style="list-style-type: none"> <li>• Letter is sequenced and shows cohesion using several techniques</li> <li>• Purpose of the recount is clear within the orientation</li> <li>• Use of senses, detailed description and emotive language appeals to the reader</li> <li>• The reader is engaged through sentence variation e.g. questions and possibly the use of second person recounts are of appropriate formality</li> <li>• Language is fitting to the time</li> </ul> <p><b>Discussion Texts</b></p> <ul style="list-style-type: none"> <li>• Cohesion within paragraphs using adverbials</li> <li>• Layout devices provide additional information and guide the reader</li> <li>• Modal verbs indicate degrees of possibility</li> <li>• Organised logically with the audience in mind</li> <li>• Use concise, well-chosen language correctly</li> <li>• Support opinions with facts and other side of argument and use with effect</li> </ul>			

	<ul style="list-style-type: none"> <li>• Plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation</li> <li>• Reason using conditionals: if, when (complex sentences)</li> <li>• Use appropriate connectives for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because</li> <li>• Use facts to support each side of the argument</li> <li>• Move from the general to the specific within the opening of each paragraph with sentences to expand the idea</li> </ul> <p><b>Non-chronological/explanation report</b></p> <ul style="list-style-type: none"> <li>• Create a subject specific Information text with research</li> <li>• Organise logically with the correct features</li> <li>• Use concise, accurate language</li> <li>• Know the purpose of the report</li> </ul>
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## Year 5

During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Year 5
<p><b>Composition</b>  <b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>

<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural</li> <li>distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>				
	<p><b>Transcriptional – Phonics application, handwriting, spelling</b></p> <p><b>Progression in pencil grip is within the appendix</b></p>	<p><b>Knowledge components – grammar and punctuation</b></p>	<p><b>Sentence composition (Alan Peat)</b></p>	<p><b>Text Composition, Structure and Organisational Devices (disciplinary knowledge)</b></p>
<p><b>Terminology</b></p>	<p><b>Modal verb, Relative pronoun, Relative clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity.</b></p>			
<p><b>Autumn Term</b></p>	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Writing is legible and fluent and quality is beginning to be maintained at speed</b></p> <p><b>Revise year 3/4 common exception word spellings</b></p> <p><b>Spelling:</b>          Spelling focus 1: Words that contain the letter string -ough          Spelling focus 2: Homophones – cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther          Spelling focus 3: Words ending in -able          Spelling focus 4: Words with silent letter t</p>	<p><b>Variety of expanded noun phrases to describe and specify:</b></p> <ul style="list-style-type: none"> <li><b>addition of modifying adjectives</b> e.g. the extreme weather, some strange business</li> <li><b>addition of preposition phrases</b> e.g. the women outside the school</li> </ul> <p><b>Recap of adverbials:</b> time, place and manner</p> <p><b>Recap subordinating and co-ordinating conjunctions within and across sentences</b></p> <p><b>Apostrophes to mark plural possession</b></p> <p><b>Modal verbs :</b> would, should could, can, will, may, might , must, ought to (include</p>	<p><b>After teaching the modification of adjectives:</b></p> <p><b>3 __ed</b></p> <p><b>Example:</b></p> <p><b>Frightened, terrified, exhausted,</b> they ran from the creature.  <b>Amused, amazed, excited,</b> he left the circus reluctantly.  <b>Confused, troubled, worried,</b> she didn't know what had happened.</p> <p><b>Rule:</b>          Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.</p>	<p><b>Use paragraphs to organise ideas around a theme</b></p> <p><b>Use headings and sub-headings to organise non-narrative texts</b></p> <p><b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b></p>

	<p>Spelling focus 5: Words ending in –ibly and -ably</p> <p>Spelling focus 6: Homophones and words that are easily confused – allowed/aloud, guessed/guest, passed/past, lead/lead/led</p>	<p>negatives now) eg shall not , might not etc</p> <p><b>Fronted adverbials, including commas, to emphasise the adverbial to the reader:</b></p> <ul style="list-style-type: none"> <li>• <b>manner / how</b> – Slowly, he walked to the shop</li> <li>• <b>when</b> – Yesterday, she did her homework</li> <li>• <b>where</b>- in the garden, the birds are singing</li> </ul>		
<p><b>Spring Term</b></p>	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Writing is legible and fluent and quality is becoming maintained at speed</b></p> <p><b>Spell year 5/6 common exception words with the majority spelt accurately.</b></p> <p><b>Spelling:</b> Spelling focus 7: Words ending in -ent</p>	<p><b>Use dialogue to convey character and advance the action:</b></p> <ul style="list-style-type: none"> <li>• inverted commas to punctuate direct speech</li> <li>• synonyms for ‘said’</li> <li>• adverbs to describe how the dialogue is being said</li> <li>• actions to show how the dialogue is being said</li> </ul> <p><b>Subordinating clauses:</b></p> <ul style="list-style-type: none"> <li>• relative clauses beginning with <b>who, which, where, when, whose, that</b></li> <li>• punctuation for parenthesis</li> </ul>	<p><b>After teaching relative clauses:</b></p> <p><b>Noun, which/who/where</b></p> <p><b>Example:</b></p> <p><b>Cakes, which</b> taste fantastic, are not so good for your health.</p> <p><b>Snakes, which</b> scare me, are not always poisonous.</p> <p><b>Tom, who</b> was a little shorter than the others, still made it into the football team.</p> <p><b>Rule:</b> Use commas to embed a clause within a sentence, add information that links with the sentence topic</p>	<p><b>Devices to build cohesion within a paragraph</b> (for example, then, after that, this, firstly)</p> <p><b>Linking ideas across paragraphs using adverbials of time</b> (for example, after), <b>place</b> (for example, nearby) <b>and number</b> (for example, secondly) <b>or tense choices</b> (for example, he had seen her before)</p>

	<p>Spelling focus 8: Words ending in -ence          Spelling focus 9: The ee sound spelt -ei          Spelling focus 10: Homophones and other words easily confused – affect/effect, accept/except, advise/advice, practise/practice          Spelling focus 11: words ending in –ant, -ance, -ancy          Spelling focus 12: words ending in shus spelt -cious</p>	<p>(brackets/dashes/commas)</p> <p><b>Complex sentences using – after, as long as, as though, so long as.</b></p> <p><b>Use adverbs appropriately to indicate degrees of possibility</b> e.g. perhaps, obviously, certainly, possibly</p> <p><b>Fronted adverbials, including commas, to emphasise the adverbial to the reader:</b></p> <ul style="list-style-type: none"> <li>subordinate clause, knowing that the clause can move position within the sentence – Since he left the school ..., When she arrived home ..., Because he was tired ...</li> </ul>	<p>and start the clause with <u>which</u>, <u>who</u> or <u>where</u>.</p> <p><b>After teaching degrees of possibility:</b></p> <p><b>2 pairs sentences</b></p> <p><b>Example:</b></p> <p><b>Exhausted and worried, cold and hungry</b>, they didn't know how much further they had to go.  <b>Injured and terrified, numb and fearful</b>, he couldn't believe that this was happening to him.  <b>Quickly and quietly, silently and carefully</b> he tiptoed out of the house.</p> <p><b>Rule:</b>          Begins with two pairs of related adjectives. Each pair is followed by a comma and separated by <i>and</i></p> <p><b>After teaching parenthesis:</b></p> <p><b>3 bad – (dash) question?</b></p> <p><b>Example:</b></p> <p>Cold, dark, airlessness – which would kill the spaceman first?          Greed, jealousy, hatred – which of these is most evil?</p> <p><b>Rule:</b>          3 negative followed by a dash and then a question which relates to the three adjectives</p>	
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<p>Summer Term</p>	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is usually maintained at speed</p> <p>Correct choices are usually made about whether to join handwriting or print letters <i>eg: when labelling a diagram</i></p> <p>Spell all year 5/6 common exception words correctly.</p> <p><b>Spelling:</b> Spelling focus 13: Words ending in shus spelt -tious Spelling focus 14: Words ending in shul spelt -cial or -tial</p>	<p>Fronted adverbials, including commas, to emphasise the adverbial to the reader:</p> <ul style="list-style-type: none"> <li>• <b>noun phrase</b> – Last night..., Early this morning..., Many people...</li> <li>• <b>preposition phrase</b> – In years to come ..., Since this morning ..., After the tests ...</li> </ul> <p><b>Active verbs compared to Passive verbs</b> Active : Jane baked the cakes. Passive: The cakes were baked by Jane.</p>	<p><b>Recapping of parenthesis:</b></p> <p>O.(I).</p> <p><b>Example:</b></p> <p>She told the little girl not to be so naughty (inside, however, she was secretly amused by what she had done).</p> <p>I was delighted (but I felt scared that something was about to go wrong).</p> <p>Bravely I looked behind me (but I was deeply worried).</p> <p><b>Rule:</b> The first sentence tells the reader a character’s outward action and the second reveals their true feelings. If the sentence within the brackets is <b>complete</b>, the full stop goes <b>inside</b> the bracket. If it is <b>not complete</b>, the full stop goes <b>outside</b>.</p> <p><b>After teaching parenthesis:</b></p> <p><b>Name – adjective pair – sentences</b></p> <p><b>Example:</b></p> <p>Little Tim – <b>happy and generous</b> – was always fun to be around. Ben Roberts – <b>weak and nervy</b> – was actually a secret superhero. Glass – <b>fragile and dangerous</b> – must be handled with care.</p> <p><b>Rule:</b> This works on a show and tell basis where the name and details form the main clause (tell). The added</p>	<p>Repeated practice to develop all of the above.</p>
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			<p>information within the dashes <b>shows</b> what the character was like. The two must be linked.</p>	
<p><b>Text Types-</b>  <b>These are suggested only.</b>  <b>The priority is for authentic audiences and purposes.</b></p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• narratives are told sequentially and non-sequentially (<i>e.g. flashbacks</i>) through the use adverbials and preposition</li> <li>• descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices <i>e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</i></li> <li>• cohesion through a variety of devices</li> <li>• links within and between paragraphs with adverbials</li> <li>• past perfect tense to link events</li> <li>• action, dialogue and description used to move events forward</li> <li>• relative clauses with commas and dashes used for additional detail including omitted relative pronouns</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• adverbs of possibility</li> </ul> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• focusing on journalistic vocabulary and sentence structures</li> <li>• cohesion through choice of techniques within and across paragraphs</li> <li>• structural features included in newspaper reports</li> <li>• shifts in formality as writing extension</li> <li>• use of the past perfect</li> <li>• modal verbs can be used to indicate degrees of possibility</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic style – word play, metaphor and word choice</li> <li>• Classic narrative poems</li> <li>• Choral and performance</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• 5 clearly sequenced parts</li> <li>• parenthesis can be used to add additional advice</li> <li>• relative clauses to add further information</li> <li>• modal verbs to suggest degrees of possibility</li> <li>• layout devices to provide additional information and guide the reader</li> </ul> <p><b>Informal diary entry / letter</b></p> <ul style="list-style-type: none"> <li>• written in the past tense</li> </ul>			

- written in the first person
- rhetorical questions
- writer's point of view, thoughts and feelings
- opinions and facts
- written in an informal style
- adverbs of time to link events
- organised into paragraphs
- inverted commas to show direct speech

**Formal letter of complaint / persuasion**

- evaluating the contrast between formal and informal persuasive texts
- cohesion through choice of techniques
- expanded noun phrases
- persuasive writing features (e.g. DAFOREST)
- modal verbs and adverbs to position the argument
- structured paragraphs linked with adverbials
- commas to avoid ambiguity

**Discussion text**

- cohesion within paragraphs using adverbials
- layout devices to provide additional information and guide the reader
- modal verbs to indicate degrees of possibility
- organised logically with the audience in mind
- use concise, well-chosen language correctly
- support opinions with facts and other side of argument and use with effect
- plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation.
- reason using conditionals: if, when (complex sentences)
- use appropriate conjunction for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because
- use facts to support each side of the argument
- move from the general to the specific within the opening of each paragraph with sentences to expand the ideas

**Non-chronological report/ Explanation**

- indicate degrees of possibility using adverbs and modal verbs
- layout devices to provide additional information and guide the reader
- cohesion within paragraphs using adverbials
- relative clauses used to add further information
- parenthesis to add to the clarification of technical words

**Play script**

- a list of characters at the beginning of the script
- text is divided into acts, then further divided into scenes. E.g. Act 1 Scene 1.
- description of the setting before each scene
- dialogue lines are the main vehicle of moving the story forward

	<ul style="list-style-type: none"> <li>• character's name precedes a line of dialogue</li> </ul> <p><b>Autobiographies / reports</b></p> <ul style="list-style-type: none"> <li>• cohesion through a variety of devices within and across paragraphs</li> <li>• relative clauses with commas and brackets to add information</li> <li>• structured paragraphs linked with adverbials</li> <li>• indicate degrees of possibility using modal verbs and adverbs</li> <li>• presentational devices for reports: heading, subheadings, bullet points etc.</li> </ul>
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<p>Year 6</p>				
<p><b>Composition</b>  <b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural,</li> <li>• distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>				
	<p><b>Transcriptional – Phonics application, handwriting, spelling</b></p> <p><b>Progression in pencil grip is within the appendix</b></p>	<p><b>Knowledge components – grammar and punctuation</b></p>	<p><b>Sentence composition (Alan Peat)</b></p>	<p><b>Text structure and organisation Composition (disciplinary knowledge)</b></p>
<p><b>Terminology</b></p>	<p><b>Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semicolon, Bullet points</b></p>			

<p><b>Autumn Term</b></p>	<p><b>Writing is legible and fluent and quality is usually maintained at speed</b></p> <p><b>Revise year 5/6 common exception word spellings</b></p> <p><b>Spelling:</b>          Spelling focus 1: Suffixes – ing, -est, -er, -ed          Spelling focus 2: Words that contain the letter string - ough          Spelling focus 3: Suffixes – ing, -ed, -y, -ant, -tion          Spelling focus 4: Homophones and words that are easily confused – principal/ principle, bridal/bridle, proceed/precede, weary/wary          Spelling focus 5: Suffixes – ing, -ed, -en          Spelling focus 6: Suffixes –er, -ous, -ness, -ing, -ful</p>	<p><b>Conjunctions with a comma to separate clauses:</b> when, if, because, that.</p> <p><b>Expand noun phrases with a prepositional phrase</b></p> <p><b>Maintain the use of present and past tense correctly and consistently</b></p> <p><b>Use a variety of sentences</b></p> <p><b>Relative pronouns – who, that, which, whom</b></p> <p><b>Maintain the use of co-ordination e.g. or, and, but and some subordination e.g. if, when because to join clauses.</b></p> <p><b>Use of dialogue to convey character (attitude/mood) or advance the action (move the story on from what is been said or done)</b></p> <p><b>Use of punctuation is mostly correct:</b></p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Commas to separate a list</li> <li>• Apostrophes for contractions and plural possession</li> <li>• Use a colon to introduce a list/topic</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Inverted commas and other punctuation associated with speech</li> </ul> <p><b>Variety of sentence types:</b>          Revisit: Statements, Commands, Exclamations Questions. (Rhetorical questions)</p>	<p><b>When teaching relative clauses</b></p> <p><b>Example:</b>  <b>Imagine 3 examples:</b>          Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet</p> <p><b>Rule:</b>          Sentence begins with</p> <ul style="list-style-type: none"> <li>- The word imagine</li> <li>- Then describes three parts of something</li> <li>- The first two parts are separated by commas</li> <li>- The third ends with a colon</li> </ul> <p><b>Building Cohesion:</b>  <b>The more, the more</b>  <b>Example:</b>  <b>The more</b> it rained, <b>the more</b> depressed he became.  <b>The more</b> the crowd cheered, <b>the more</b> he looked forward to the race.  <b>The more</b> upset she was, <b>the more</b> she cried.</p> <p><b>Rule:</b>          This sentence type is particularly useful when developing a character trait in a story. The first <b>more</b> should be followed by an <b>emotive</b> word and the second <b>more</b> should be followed by a <b>related action</b>.</p>	<p><b>Use paragraphs to organise ideas</b></p> <p><b>Write for a range of purposes</b>  <b>In narratives, describe settings and characters</b></p> <p><b>In non-narrative, use simple devices to structure the writing and support the reader such as:</b>          Headings, sub-headings, bullet points</p> <p><b>Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</b></p> <p><b>Linking ideas across paragraphs using adverbials of time (for example, after), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before)</b></p>
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**Main clauses :** We will go to the fair.

**Subordinate clause :** We will go to the fair,  
whenever you feel like it.

<p><b>Spring Term</b></p>	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Writing is legible and fluent and quality is maintained when writing at a sustained, efficient speed.</b></p> <p><b>Correct choices are made about whether to join handwriting or print letters etc. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc.</b></p> <p><b>Revise Y5/6 common exception word spellings with most spelt accurately.</b></p> <p><b>Spelling:</b>          Spelling focus 7: The sh sound spelt ti or ci          Spelling focus 8: Homophones and words that are easily confused morning/mourning, compliment/complement, assent/ascent, draft/draught          Spelling focus 9: The sh sound spelt si or ssi          Spelling focus 10: Silent letters          Spelling focus 11: The spellings ei and ie          Spelling focus 12: Hyphens</p>	<p><b>Variety of sentence lengths</b></p> <p><b>Sentences with two or more subordinate clauses.</b></p> <p><b>Subjunctive forms:</b> If I were chosen, I would do my best. It is essential that the game begin at once.</p> <p><b>Use verbs tenses consistently and correctly throughout writing</b></p> <p><b>Use the semi-colon, colon and dash to mark the boundary between main clauses</b></p> <p><b>Use the colon to introduce a list</b></p> <p><b>Use bullet points to list information</b></p> <p><b>Understand how hyphens can be used to avoid ambiguity</b></p> <p><b>Understand when to use an ellipsis</b></p> <p><b>Understand the difference between formal and informal speech</b> (such as the use of questions tags <i>e.g. He's your friend, isn't he?</i>)</p> <p><b>Integrate dialogue in narratives to convey character</b></p> <p><b>Understand how words are related by meaning as synonyms and antonyms</b></p> <p><b>Use the passive to affect the presentation of information in a sentence</b></p> <p><b>Use expanded noun phrases to convey complicated information concisely</b></p>	<p><b>When colons and semi-colons are taught:</b></p> <p><b>De:de Sentence Example</b>          The vampire is a dreadful creature: it kills by sucking all the blood from its victims.          Snails are slow: they take hours to cross the shortest of distances.          I was exhausted: I hadn't slept for more than two days.</p> <p><b>Rule</b>          Two independent clauses (they make sense on their own) are separated by a colon (:)  <ul style="list-style-type: none"> <li>The first clause is descriptive</li> <li>The second adds further detail</li> <li>There is <u>no</u> capital letter after the colon.</li> </ul> </p> <p><b>Some; others Example</b>  <b>Some</b> people like football; <b>others</b> hate it.  <b>Some</b> days are full of enjoyment; <b>others</b> are long and boring.  <b>Some</b> dogs were running around happily; <b>others</b> looked tired.</p> <p><b>Rule</b>          Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>.          There is <u>no</u> capital letter after the semi-colon.</p> <p><b>'Irony' sentences</b></p>	<p><b>Linking ideas across paragraphs using a wider range of cohesive devices:</b></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbials of time</li> <li>Adverbials of place</li> <li>Pronouns</li> <li>Synonyms</li> </ul> <p><b>Layout devices</b> (for example, headings, sub-headings, columns, bullets, or tables, to structure text)</p>
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		<p><b>Understand how to use the subjunctive form</b> (<i>e.g. if I were... or Were they ....</i>)</p> <p><b>Understand the structures of typical informal speech</b></p> <p><b>Link ideas across paragraphs using a wider range of cohesive devices</b></p> <p><b>Use layout devices</b> <i>e.g. headings, subheading, columns, tables etc.</i> <b>to structure a text</b></p>	<p>Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.</p> <p>An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</p>	
Summer Term	<p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>To adapted handwriting according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</b></p> <p><b>Spell all Y5/5 common exception words accurately in all writing.</b></p> <p><b>Spelling:</b> Spelling focus 13: Words ending in -ible and -able Spelling focus 14: Common mistakes whose/who's, its/it's, your/you're, theirs/there's,</p>	Repeated practice to develop all of the above.	Repeated practice to develop all of the above.	Repeated practice to develop all of the above.

	<p>Spelling focus 15: Plural nouns (if a word ends in –s, -ss, -x, -sh, -tch, -ch add es)</p> <p>Spelling focus 16: Plural nouns (if ends in o add –es, if ends in f or fe, swap for a v before –es)</p> <p>Spelling focus 17: Homophones and words that are easily confused - advice/ advise/ advised, device/devise/devised, licence/ license/ licensed, practice, practise, practised</p>			
<p><b>Text Types-</b>  <b>These are suggested only. The priority is for authentic audiences and purposes.</b></p>	<p><b>Narrative examples (but can use whatever style suits):</b></p> <p>Fantasy Stories</p> <ul style="list-style-type: none"> <li>• agree basic plot: children have freedom to make changes</li> <li>• use a range of devices to create tension</li> <li>• build atmosphere</li> <li>• leave clues to the reader whilst showing cohesion</li> <li>• use dialogue for effect to show character and advance action</li> </ul> <p>Thriller/Ghost Stories</p> <ul style="list-style-type: none"> <li>• explore and use a range of techniques to build suspense.</li> <li>• lengthy description throughout - show not tell - apply techniques, figurative language</li> <li>• build atmosphere</li> </ul> <p>Stories with a twist ending</p> <ul style="list-style-type: none"> <li>• agree basic plot—children have freedom to make changes</li> <li>• develop devices to create tension</li> <li>• begin to leave clues to the reader (hinting at the twist ending)</li> <li>• begin to show cohesion</li> <li>• use dialogue for effect (to show character/begin to advance action)</li> <li>• build atmosphere</li> </ul> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• focusing on journalistic vocabulary and sentence structures</li> <li>• cohesion through choice of techniques within and across paragraphs</li> <li>• structural features included in newspaper reports</li> <li>• shifts in formality as writing extension</li> <li>• use of the past perfect</li> <li>• modal verbs can be used to indicate degrees of possibility</li> </ul> <p><b>Poetry</b></p>			

- poetic style – word play, metaphor and word choice
- classic narrative poems
- choral and performance

**Instructions**

- 5 clearly sequenced parts
- parenthesis can be used to add additional advice
- relative clauses to add further information
- modal verbs to suggest degrees of possibility
- layout devices to provide additional information and guide the reader

**Informal diary entry / letter**

- written in the past tense
- written in the first person
- rhetorical questions
- writer's point of view, thoughts and feelings
- opinions and facts
- written in an informal style
- adverbs of time to link events
- organised into paragraphs
- inverted commas to show direct speech

**Formal letter of complaint / persuasion**

- evaluating the contrast between formal and informal persuasive texts
- cohesion through choice of techniques
- expanded noun phrases
- persuasive writing features (e.g. DAFOREST)
- modal verbs and adverbs to position the argument
- structured paragraphs linked with adverbials
- commas to avoid ambiguity

**Discussion text**

- cohesion within paragraphs using adverbials
- layout devices to provide additional information and guide the reader
- modal verbs to indicate degrees of possibility
- organised logically with the audience in mind
- use concise, well-chosen language correctly
- support opinions with facts and other side of argument and use with effect.
- plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating
- arguments for and against, summary – possibly with a recommendation.
- reason using conditionals: if, when (complex sentences)
- use appropriate connectives for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another
- way. Logical – this shows, however, because.

	<ul style="list-style-type: none"> <li>• use facts to support each side of the argument.</li> <li>• move from the general to the specific within the opening of each paragraph with sentences to expand the idea</li> </ul> <p><b>Non-chronological report/ Explanation</b></p> <ul style="list-style-type: none"> <li>• indicate degrees of possibility using adverbs and modal verbs</li> <li>• layout devices to provide additional information and guide the reader</li> <li>• cohesion within paragraphs using adverbials</li> <li>• relative clauses used to add further information</li> <li>• parenthesis to add to the clarification of technical words</li> </ul> <p><b>Play script</b></p> <ul style="list-style-type: none"> <li>• list of characters at the beginning of the script.</li> <li>• text is divided into acts, then further divided into scenes. E.g. Act 1 Scene 1.</li> <li>• description of the setting before each scene.</li> <li>• dialogue lines are the main vehicle of moving the story forward.</li> <li>• character's name precedes a line of dialogue.</li> </ul> <p><b>Autobiographies /Reports/Biographies</b></p> <ul style="list-style-type: none"> <li>• cohesion through a variety of devices within and across paragraphs</li> <li>• relative clauses with commas and brackets to add information</li> <li>• structured paragraphs linked with adverbials</li> <li>• indicate degrees of possibility using modal verbs and adverbs</li> <li>• presentational devices for reports: heading, subheadings, bullet points etc.</li> </ul>
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## Appendix

The documents contained in the appendices are optional. Academies may choose to implement them to enhance the curriculum

### Appendix 1-Sentence and Word-Level Strategy

Pupils will spend 30 minutes a week covering sentence and word level activities – These will be recapped the following week as recap to ensure knowledge transfers to long term memory and children remember more. Children also access activities linked to the below as part of morning task too. This document is to support the progression and planning of this. It has been developed using the National Curriculum and Alan Peat sentences. Where these areas are identified as a concern, time may be increased for some pupils. They will study specific questions and word level vocabulary and functions per week. This will build up across the week from teacher modelling and exploring concepts, to guided practice and independent application.

Autumn term will predominantly focus on consolidation and retrieval from the previous year. This document might be used to support the development of specific writing intervention so that children can be given more time on key areas additional to the lesson. After a diagnostic review, teachers may identify a place to start for intervention.

Each half term, the focus should be visible on English learning walls- especially including Alan Peat posters. When writing across the curriculum and in extended writing, children will be encouraged to independently apply the focus skills. Some sentence types should become part of the success criteria e.g. in science- children may be required to write a list with a colon.

At the end of each term, children will take part in retrieval weeks, where diagnostics are carried out and children re-visit prior learning.

During retrieval weeks, diagnostics are conducted and children revisit prior learning (including learning from other year groups). Diagnostic tools will be available for each year group, per half term.

Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 1	Nouns Verbs Adjectives Pronouns Co-ordinating conjunctions Adverbs Prepositions Articles	Question sentences Statements Commands Exclamation sentences  Clauses phrases Subordinate clauses	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word Meaning Vocabulary in context Synonyms Antonyms Word groups/families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word	Plural noun suffixes-s or -es (dog – dogs, wish-wishes)		Suffixes that can be added to verbs where no change is needed in the spelling root e.g helping		How the prefix un-changes the meaning of verbs and adjectives	
Grammar	To write simple dictated sentences from memory.	To write simple dictated sentences from memory.  Basic joining words in dictation <i>and, so, but</i>	What is a verb?  What is a noun?  Words can combine to make sentences- noting who and do in every sentence (subject and verb)	Joining clauses using simple conjunctions- <i>and, so, but,</i>		
Punctuation	Capital Letters at the start of sentences.  Letter Names – Matching capital to lowercase.  Full stops  Separation of words with spaces		Capital letters for names and for personal pronoun		An introduction to Question marks	An introduction to exclamation marks

Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 2	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Pronouns</p> <p>Co-ordinating conjunctions</p> <p>Adverbs</p> <p>Subordinating conjunctions</p> <p>Prepositions</p> <p>Articles</p>	<p>Question sentences</p> <p>Statements</p> <p>Commands</p> <p>Exclamation sentences</p> <p>Clauses</p> <p>phrases</p> <p>Subordinate clauses</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word Meaning</p> <p>Vocabulary in context</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups/families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Revisit Previous year					
Word	<p>What is a noun?</p> <p>What is a verb?</p>	<p>Formation of nouns using suffixes such as –ness, -er</p> <p>Compound words</p> <p>Adjectives</p>	<p>adverb</p> <p>Formation of adjectives using suffixes such as –ful, -less</p>		Use of suffixes- er –est in adjectives and –ly to turn adjectives into adverbs	
Sentence	<p>Going over Y1 concepts-</p> <p>Dictated sentences</p> <p>Basic conjunctions (and, but,</p> <p>Who and Do ( subject and verb for sentence construction)</p>	<p>Boys sentences.</p> <p>Coordination.</p> <p>Expanded noun phrases</p>	<p>Sentence Types</p> <p>Exclamation</p> <p>Command</p> <p>Statement</p> <p>Question</p> <p>Subordinating conjunctions</p> <p>When, if, that, because</p>		<p>Expanded noun sentences</p> <p>Past and present tense</p> <p>Progressive form of verbs in present and past tense (she is drumming, he was shouting)</p>	

Punctuation	Capital letters Full stops Question marks	Commas in a list LIST sentences	Question marks Exclamation marks	Apostrophes singular possession	Apostrophes for contraction

Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 3	Nouns Verbs Adjectives Pronouns Co-ordinating conjunctions Adverbs Prepositions Articles	Question sentences Statements Commands Exclamation sentences  Clauses phrases Subordinate clauses	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word Meaning Vocabulary in context Synonyms Antonyms Word groups/families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Revisit Previous year					
Word	Identifying noun, verb, adjective Compound words Formation of adjectives using suffixes such as –ful, -less Use of suffixes- er –est in adjectives and –ly to turn adjectives into adverbs		Use of a or an Pronouns	Formation of nouns using a range of prefixes-super, anti, auto	Word families- solve, solution, dissolve	
Sentence	Expanded noun phrases – 2A Sentences  Sentence Types – exclamation, question, statement, command.	Coordinating conjunctions Boys Sentences  Past and present tense including progressive verbs.	Subordinating conjunctions- when, if that, because  Adverbs for how As ..ly ending Double –ly ending	Verbs in present perfect form  Adverbs for when and where	Prepositional sentences before midnight, under the tree	Review of all year group Elements

Punctuation	Review of basic punctuation – capitals, full stops Commas in a list Questions mark Exclamation mark	Introduction to inverted commas to punctuate direct speech	Apostrophe contraction Apostrophe singular possession Review of basic punctuation			

Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 4	Nouns Verbs Adjectives Pronouns Co-ordinating conjunctions Adverbs Prepositions Articles	Question sentences Statements Commands Exclamation sentences  Clauses phrases Subordinate clauses	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word Meaning Vocabulary in context Synonyms Antonyms Word groups/families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons

Year 4	Autumn 1 Revisit previous year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Word	Re-cap of a and an. Prefixes on nouns	Pronouns and possessive pronouns	Standard English-form of verb inflections- we were, I did.	Plural and possessive S	Recap on suffixes from previous years -	Determiners
Sentence	Conjunctions - <i>co-ordinating, subordinating</i> . Adverbs - <i>how</i>	Prepositions Adverbs – <i>time and cause</i> Expanded noun phrase to describe	Fronted adverbial sentences <b>Verb, person</b> Prepositional phrases	Pronouns to aid cohesion and avoid repetition.	Present tense and past progressive	Present perfect form of verbs
Punctuation	Review of basic punctuation <i>ABC . , ? ! ‘</i>	Inverted commas to demarcate speech- comma after reporting clause	Use of commas after an adverbial	Apostrophe to mark singular and plural possession	Recap all punctuation	



Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 5	Nouns Verbs Adjectives Pronouns Co-ordinating conjunctions Adverbs Prepositions Articles	Question sentences Statements Commands Exclamation sentences  Clauses phrases Subordinate clauses	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word Meaning Vocabulary in context Synonyms Antonyms Word groups/families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Revisit previous year					
Word	Plural and possessive S Verb inflections and Standard English	Determiner	Nouns or adjectives into verbs – SUFFIXES -ATE,-ISE,-IFY e.g. simple into simplify	Modal verbs	Pronouns and possessive pronouns	Verb prefixes- dis, de, mis, over



Sentence	Fronted adverbials  Conjunctions – subordinating and coordinating	Expanded Noun phrases expanded with prepositional phrases, modifying adjectives  Past and present progressive tense  Present perfect tense	Noun, which/who/where  Relative clauses  Recap on fronted adverbials	Modal verbs for indicating degrees of possibility-might, would, should	Active verbs and passive verbs.  Compound/complex sentences	Recap of sentence level work from the year.
Punctuation	Inverted commas and other punctuation to mark speech  Commas for clauses and lists.	Apostrophes for possession	Parenthesis-commas, brackets	Use of commas to clarify meaning and avoid ambiguity (creating meaning)	Parenthesis-brackets and dash.  Name-adjective pair-sentence  (O, I!)	Recap of all punctuation from year.

Year 6 Test Content domain	Word classes/grammatical terms	Sentence Structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 6	Nouns Verbs Adjectives Pronouns Co-ordinating conjunctions Adverbs Prepositions Articles	Question sentences Statements Commands Exclamation sentences  Clauses phrases Subordinate clauses	Tense agreement Subject-verb agreement Use of I and me Contractions	Word Meaning Vocabulary in context Synonyms Antonyms Word groups/families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons



Year 6	Autumn 1 Revisit previous years	Autumn 2 Revisit previous years	Spring 1	Spring 2	Summer 1	Summer 2
Word	Recap suffixes from previous years	Recap prefixes from previous years	Differences between formal and informal	Synonyms and antonyms		
Sentence	Compound and complex sentences  Co-ordinating and subordinating conjunctions.	Relative clauses  Modal verbs	Formal and informal use of a question tag  Verb tenses  Passive and active	The use of the subjunctive  Pronouns and possessive pronouns	Review of all	Review all
Punctuation	Capital letter  Full Stop  Apostrophe contraction and possession  Exclamation  Question mark  Commas in list Commas after fronted adverbials  Commas after subordinate clause  Parenthesis  Speech punctuation	Semi-colons within a list  Semi-colons	Hyphenated words	Colons to introduce list  Punctuation using bullet points	Dash to mark boundary between independent clauses	Review of all



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Appendix 2- Alan Peat Sentences

**Exciting Sentences explained with examples**

Year 1		
Sentence type	Explanation	Examples
1A	A 1A sentence has a pair of adjectives before a noun.	<u>Narrative</u> It was a bright, sunny day. <u>Non-chronological report</u> The owl has long, sharp claws.
Year 2		
Sentence type	Explanation	Examples
BOYS	A BOYS sentence is a two-part sentence – the first part always ends with a comma and the second begins with a coordinating conjunction (but, or, yet, so – BOYS).	<u>Narrative</u> The knight tried to rescue the princess, but he couldn't find a way into the tower. <u>Instructions</u> The butter needs to be soft, so remember to take it out of the fridge before you start.
All the Ws	All the Ws sentences are short sentences which begin with one of the following: Who? What? Where? Why? Would? Was? Will? What if?	<u>Narrative</u> Was that really the end? <u>Non-chronological report</u> Why do we need to protect rainforests?
List	List sentences have no fewer than three and no more than four adjectives before a noun. Using alliteration can make them even more effective	<u>Narrative</u> She had a beautiful, bright, blue balloon. It was a warm, bright, cheerful and sunny morning. <u>Setting description</u> There were luscious, shiny, green plants all around.
Short	1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	<u>Narrative</u> <u>Example:</u> Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?



Year 3		
Sentence type	Explanation	Examples
2A	A 2A sentence has two pairs of adjectives – one pair before the first noun and one pair before the second.	<u>Narrative</u> There was a small, scruffy boy holding a heavy, bronze axe. <u>Non-chronological report</u> During the Stone Age, they had rectangular, wooden houses with straw, thatched roofs.
Doubly –ly ending	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	<u>Narrative</u> He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. He tiptoed quietly and carefully.
As –ly	The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb.  The second part of the sentence is a description of a related, and often consequential, action.	<u>Narrative</u> <b>As</b> the rain came down <b>heavily</b> , the children ran for shelter. <b>As</b> the wind screamed <b>wildly</b> , the lost giant lumbered along the path. <b>As</b> the water heats up <b>quickly</b> , a change of state happens called ‘evaporation’.
__ing, __ed.	The sentence must begin with a subordinate clause which begins with a verb ending in ‘ing’, followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.	<u>Narrative</u> Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away
Year 4		
Sentence type	Explanation	Examples
Emotion word, comma	Emotion word, comma sentences begin with an adjective describing an emotion followed by a comma.	<u>Narrative</u> Anxious, they began to realise that they were horribly lost on the vast ocean. <u>Non-chronological report</u> Determined, Isatou Ceessay decided to take action.
Verb, person	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	<u>Narrative</u> Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.
If, if, if, then	If, if, if, then sentences have three dependent clauses that are a great story opening or ending.	<u>Narrative</u> If the alarm had gone off, if he hadn’t burnt his toast and had to remake it, if his clothes had been ironed then he wouldn’t have been late for the most important day of his life. <u>Non-chronological report</u> If the law had been changed sooner, if the working conditions had been better, if the working age limited had been raised then fewer children would have died in the coal mines.



With a(n) action, more action	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	<u>Narrative</u> With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.
<b>Year 5</b>		
<b>Sentence type</b>	<b>Explanation</b>	<b>Examples</b>
3 –ed	A 3 –ed sentence begin with three related words that end with –ed. All words must be followed by commas.	<u>Narrative</u> Frightened, terrified, exhausted, they ran from the erupting volcano. Confused, troubled, worried, she didn't know what to do. <u>Recount</u> Battered, bloodied, bombarded, the Celts retreated.
2 pairs	A 2 pairs sentence begins with two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and.	<u>Narrative</u> Swooping and swirling, darting and dashing, the strange creature flew through the air. <u>Non-chronological report</u> Stately and serene, elegant and tasteful, Doncaster Mansion House is a Grade 1 listed building dating from 1745.
Name – adjective pair – sentences	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	<u>Narrative</u> Little Tim – <b>happy and generous</b> – was always fun to be around. Ben Roberts – <b>weak and nervy</b> – was actually a secret superhero. Glass – <b>fragile and dangerous</b> – must be handled with care.
O. (I.) - Outside (inside)	The first sentence tells the reader what a character is supposedly thinking or their outward actions. The second, which is always placed in brackets, let's the reader know the character's true inner feelings.	<u>Narrative (best suited to use in narrative)</u> The soldier stood tall and he roared as he clambered out of the trench towards the Germans. (Inside, however, he was terrified and feared for his life.) I told her that her shoes were lovely. (In truth, I thought they were pretty awful.)
3 bad – (dash) question?	A 3 bad – (dash) question? sentence begins with three negative words separated by commas and followed by a dash and then a question that relates to the negative words.	<u>Narrative</u> Typhoid, trench fever, Germans – which of these would kill him first? <u>Biography</u> Paranoia, sadism, narcissism – which of these was Hitler's worst trait? <u>Persuasive leaflet</u> Smog, pollution, litter – do you want your children to grow up in a place like this?
Noun, which/who/where	This sentence contains an embedded relative clause beginning with which, who or where within commas.	<u>Narrative</u> James, who was supposed to be the bravest of them all, suddenly felt unsure of himself. <u>Non-chronological report</u>



		Ancient Egyptians, who lived around 5000 years ago, were responsible for one of the earliest independent writing systems.
<b>Year 6</b>		
<b>Sentence type</b>	<b>Explanation</b>	<b>Examples</b>
De:de	In a description: detail sentence, the first clause is descriptive and the second adds more detail. The two independent clauses are separated by a colon.	<u>Narrative</u> Jessica was exhausted: she had barely slept all week. <u>Non-chronological report</u> Yellow tang fish are coral dwelling: they typically live in shallow reefs in the Pacific and Indian oceans.
The more. the more	In a The more, the more sentence, the first more is followed by an emotive word and the second more by a related action.	<u>Narrative</u> The more angry he became, the more he hammered his fist on the table. <u>Non-chronological report</u> The more worried she became about the amount of plastic pollution, the more determined she became to take action.
Some; others	Some; others sentences are compound sentences which begin with the word some and have a semi-colon which separates the second part of the sentence which begins with others.	<u>Narrative</u> Some soared high over the German planes; others crashed into the sea and were never seen again. <u>Non-chronological report</u> Some bees are solitary and live alone; others live in large communities.
Irony	An irony sentence deliberately overstates how good or bad something is in single inverted commas. The overstated word/phrase is then shown to be a falsehood when truth is evidenced.	<u>Narrative</u> Our 'luxury' hotel turned out to be nothing but a farm outbuilding. <u>Non-chronological report</u> This 'elite' unit turned out to be made up from old men and boys barely old enough to shave.
Imagine 3 examples	These sentences begin with the word Imagine and then describe three facets of something 9 (often time or place). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.	<u>Narrative</u> Imagine leaving all of your friends and family, travelling miles from home to another country, fighting an enemy that wants you dead: I did that when I was just 18-years-old and this is my story. <u>Persuasive writing</u> Imagine a world without war, without violence, without needless destruction: we can achieve that world!
<b>Y6 Greater depth</b>		
Many questions	These sentences begin with an initial question ending with a question mark followed by further phrases (or even single words) which pose additional related questions. There is no necessity for a capital letter after the additional phrases. This can also be extended to have 3 complete questions (with capital letters)	<u>Phrases examples</u> Where is the treasure? the diamonds? the gold? the rubies? What if it rained? it poured? it thundered? it became stormy? <u>Full sentence example</u>

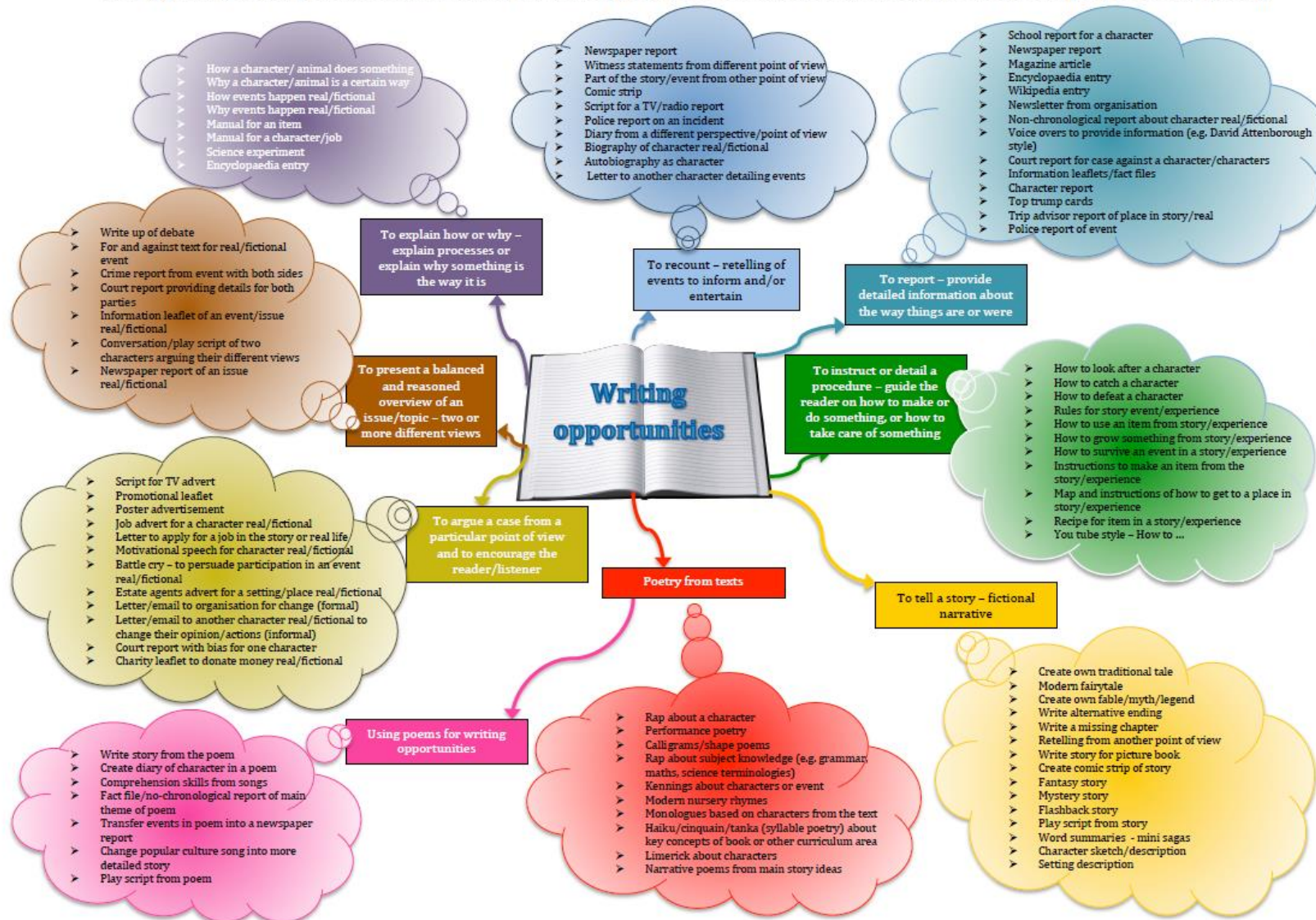


		Is the haunted house the one with the broken windows? Is the haunted house the one with the vines growing through the roof? Is the haunted house the one with the garden full of nettles? No, the haunted house is my house and this is my story.
P.C.	PC stands for Paired Conjunctions. These sentences use pairs of conjunctions such as either/or, both/and, neither/nor, as/as, so/as	<u>Narrative</u> It was both freezing cold and muddy in the trenches. Either he goes, or I do! It was not so much the sight of the rubbish as the stench that prevented him from entering the house. <u>Newspaper report</u> Neither Mr Parkinson nor Miss Ward could be reached for comment.
Personification of weather	In these sentences, an element of the weather is given a human attribute	<u>Narrative</u> The wind whipped at my face and pulled at my hair, trying with all of its might to keep me out of the house. The clouds scurried across the sky. <u>Persuasive advert</u> Don't let the cold catch you this winter!



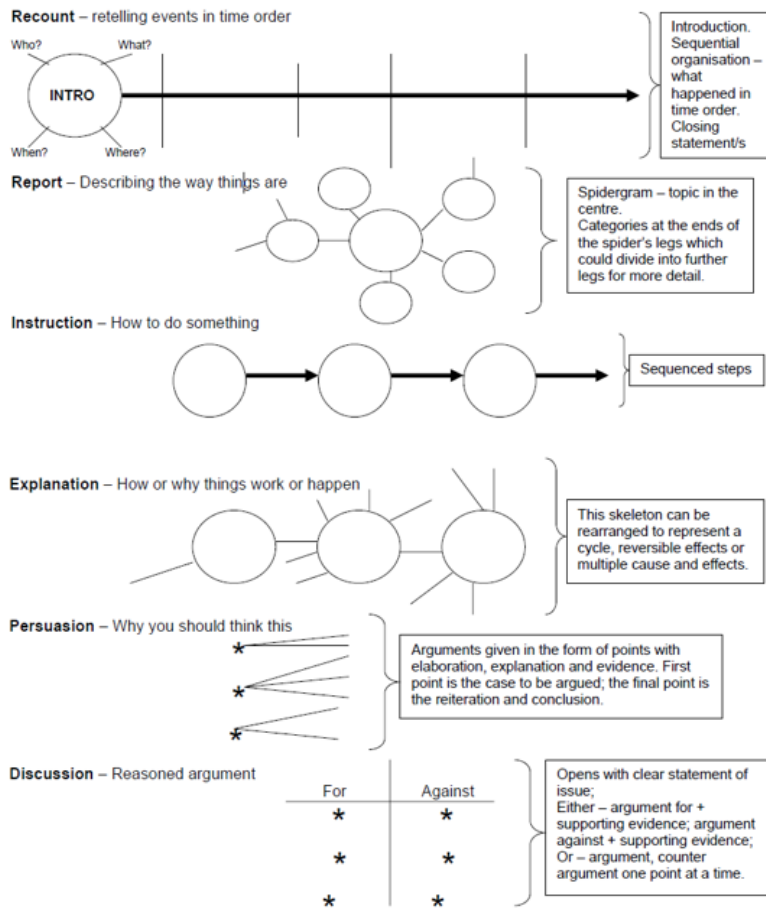
Appendix 3- writing opportunities

Text types vary and can often be combined with other text types. The context and the audience will determine the purposes of the writing.

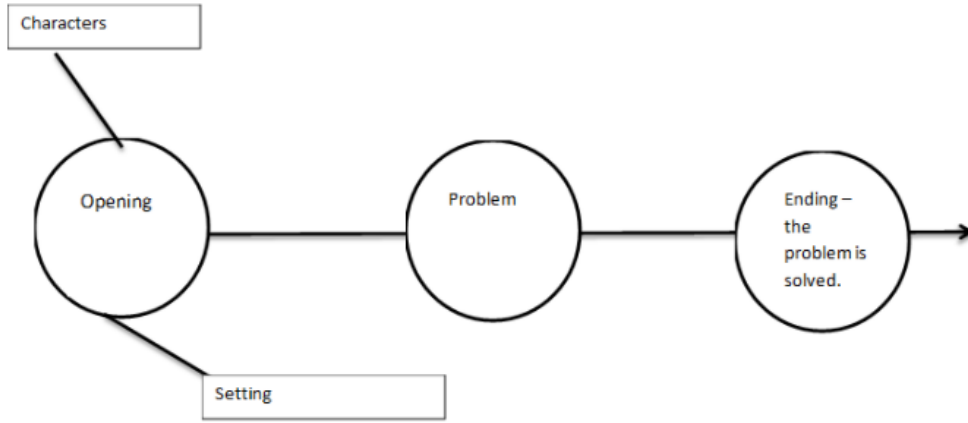


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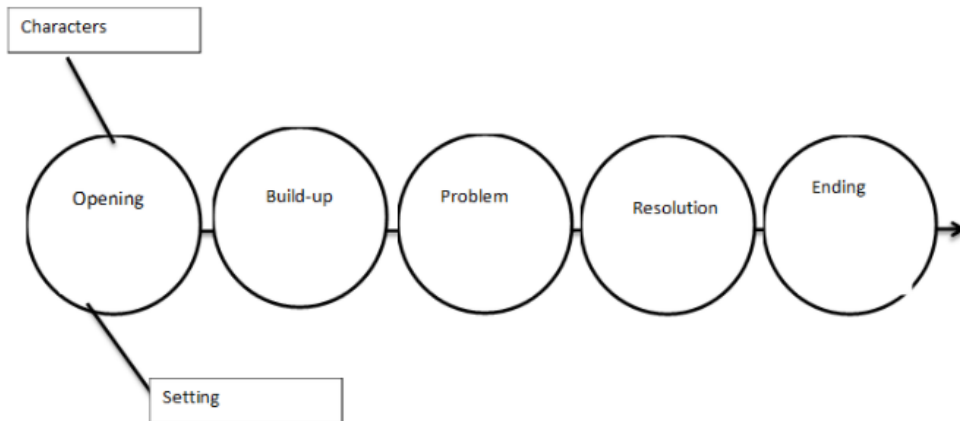
## Appendix 4- Graphic Organisers



Key Stage One Narrative Planning Skeleton



Key Stage 2 Narrative Planning Skeleton



## Appendix 4- Approach to modelled writing

This should be the flow for all cognitive process of the writing process

1. Rehearse- say each phrase or sentence aloud. Describe as modelling what you are trying to achieve. Improve if possible
2. Write
3. Re-read

### Success Criteria for modelled Writing- can be used with teachers.

- ✓ Teacher should be modelling using the graphic organiser and features of the text types. They must keep the audience and purpose as core.
- ✓ Modelled writing should be short- no more than 10-15 minutes within the session.
- ✓ Modelled writing should be handwritten. Ideally flip chart paper with a date.
- ✓ There should be a clear purpose for what is being modelled- specific objective. Teachers should have a rough plan of this first.
- ✓ Teachers should model the thinking process- 'I am trying to show you that it is autumn without saying it is autumn...'
- ✓ Rehearse a sentence or phrase out loud. This can be reshaped with input from the class. This might not always be appropriate.
- ✓ Write the sentence or phrase- modelling skills
- ✓ Then re-read- it could be improved at this stage

### During the modelled process teachers can develop greater pupil accountability and engagement by:

- ✓ Compose the next sentence- pairs
- ✓ Improve what we have done so far
- ✓ Offer language suggestions
- ✓ Children identify the type of sentence produced
- ✓ Teachers could model something incorrectly- children could correct punctuation

### Observing Writing- good practice features

Children should be confident about the content for writing. It should not be new unless the text type is not new	
Children should be able to show the resources that are supported for writing through the use of the working wall or displayed flip chart paper.	
A clear model should be seen in the classroom to magpie techniques	
Audience and purpose should be clear in all aspects of the lesson and unit	
The lesson should have a clear learning focus (not just writing an opening)	
Modelling should be a key feature of the lesson. This will vary dependent on the ability of the children and time of year.	
Modelling should encourage engagement and accountability from children	
Modelling should follow specific features: <ul style="list-style-type: none"> <li>• Teacher should be modelling using the graphic organiser and features of the text types. They must keep the audience and purpose as core.</li> <li>• Modelled writing should be short- no more than 10-15 minutes within the session.</li> <li>• Modelled writing should be handwritten. Ideally flip chart paper with a date.</li> <li>• There should be a clear purpose for what is being modelled- specific objective. Teachers should have a rough plan of this first.</li> <li>• Teachers should model the thinking process- 'I am trying to show you that it is autumn without saying it is autumn...'</li> <li>• Rehearse a sentence or phrase out loud. This can be reshaped with input from the class. This might not always be appropriate.</li> </ul>	

<ul style="list-style-type: none"> <li>• Write the sentence or phrase- modelling skills</li> <li>• Then re-read- it could be improved at this stage</li> </ul>	
The writing should be genre specific but can be applied wider so a recount could take the form of a letter	
Time should be dedicated for pupil's oral construction of ideas and rehearsal of language.	
Children should be encouraged to reflect on their success within the lesson and revise/edit as appropriate.	
<p>Children may independently show the structure of composing writing:</p> <ul style="list-style-type: none"> <li>➤ Rehearse- say each phrase or sentence aloud. Describe as modelling what you are trying to achieve. Improve if possible</li> <li>➤ Write</li> <li>➤ Re-read</li> </ul>	
High productivity with clear expectations about what should be expected by the end of the lesson. Children need time to be able to do this so teacher input should be timely and appropriate	

## Appendix 5- Foundation Stage Pencil Grip Progression Document

# Foundation Stage Pencil Grip Development

## Foundation Stage (4 - 5 year olds)

There are 5 pencil grip developmental stages that a child needs to go through before they can successfully use a mature/dynamic tripod grip. They need to work through each stage and as their hand, shoulder and arm strength and mobility increases so does the ability to move to the next developmental stage of the grip.

There are principles of development called "big to small" and "proximal to distal" - basically this means that children develop the larger muscles of the trunk and arms before the smaller muscles of the hands and that the proximal muscles closer to the body centre (shoulder muscles, upper arm muscles) develop before the distal muscles which are further away (hand muscles).

The Tripod Pencil Grip is considered the most appropriate grip for handwriting, for both right and left-handed writers. This is because it allows the fingers and wrist to move freely without putting strain on the hand, helping to improve correct letter formation ability and making handwriting a more comfortable experience.

## Foundation Stage (4 - 5 year olds)

When children start in Foundation Stage (4 - 5 year olds) they will be at different pencil grip development stages, this is what we would normally expect:

- A few children will be at Stage 1.
- Most will be at Stage 2 with some moving to Stage 3 but not confident in its use.
- A few will have reached and be comfortable at Stage 3.

By the end of Foundation Stage, the children will still be at different pencil grip development stages, this is what we would normally expect:

- Some will be at Stage 3.
- Most will be at Stage 4 with some moving to Stage 5, but not confident in its use.
- A few at Stage 5.

### Stage 1 - Palmer-supinate grasp



Holds the crayon/pencil in fist (whole hand) like a dagger. They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.

### Stage 2 - Palmer or digital-pronate grasp



Holds a crayon/pencil with the palm of the hand facing down towards the paper. The crayon/pencil is held by all the fingers and the thumb. The movement comes from the shoulder and elbow. Again due to the way the arm moves a vertical surface is preferred.

### Stage 3 - Four finger and thumb grip



Holding the crayon/pencil between the thumb and four fingers with the crayon/pencil in a nearly vertical, upright position. Movement comes from the elbow and wrist.

### Stage 4 - Static quadruped or tripod grip



Holding the pencil in very nearly the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means that the movement is coming from the wrist and large finger movements.

## Stage 5 - Mature / Dynamic tripod grip

### Right- Handed



This is traditionally considered the most appropriate handwriting pencil grip for both left and right-handed writers. Holding the pencil between the thumb and index finger with pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.

### Left- Handed

