

English Curriculum Handbook

Curriculum Intent:

To develop in our pupils a **love** and **curiosity** for the written and spoken word. For pupils to become **discerning** in their use of a rich language and interpretation of text, preparing well for their future studies and to become confident and **eloquent** as they move towards their bright future.



Essential Characteristics of Writers:

- The ability to write fluently and with interesting detail across a range of genres within fiction, non-fiction and poetry.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A developed vocabulary and a knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills to ensure that their writing is fluent, has **automaticity** and is well presented.
- A secure knowledge of the use of punctuation and a confident application of the rules of spelling.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

“My heart overflows with a good theme; I address my verses to the King; my tongue is the pen of a ready writer.” Psalm 45:1



Curriculum Implementation:

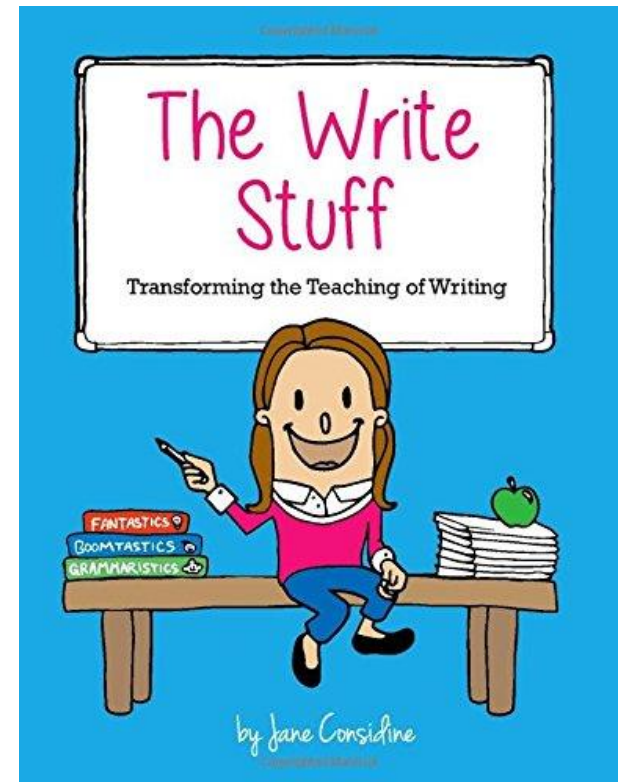
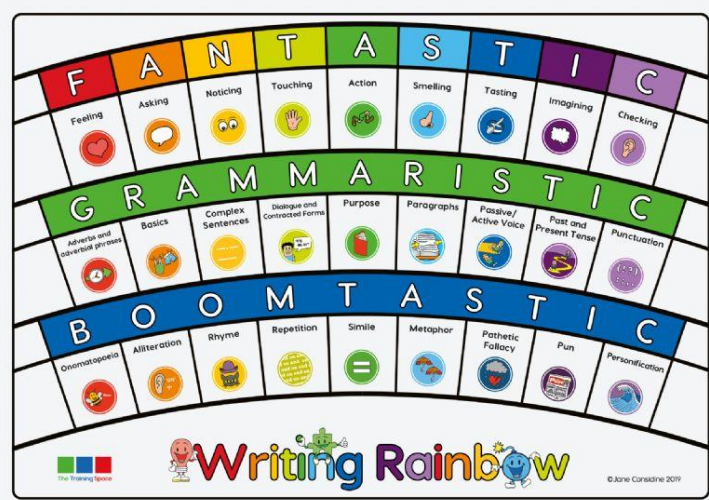
At St. Mary's, we recognise the importance of writing in all areas of the curriculum. It is with this at the forefront of our minds that we aim to provide all of the learners with the key literacy skills *in all their forms*, in order for them to develop their ability to *speak confidently, listen attentively, write and read fluently* for a range of purposes.

English teaching is lively, engaging and involves a carefully planned blend of approaches that allows learners to access all areas of the curriculum, enabling lifelong learning (as well as helping them to achieve academic success).

We believe the foundation of our English learning journey is built upon structured well thought out teaching sequences that slide between *experience days which enhance the learning* and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. These texts have been specifically chosen to create a love of reading and writing in the children, and to ensure they are working at age-related expectations within their learning journey and throughout the curriculum. This *journey is enhanced by* discrete grammar and punctuation lessons planned for within the teaching sequence and be applied in focus independent writing.

Key Features: The Write Stuff. *Note: Started Spring 1 - 2024

- ✿ The Write Stuff builds pupils' confidence with sentence structure.
- ✿ The approach widens the repertoire of writing options for pupils.
- ✿ Pupils gain an understanding of the 'whole' piece that they are writing.
- ✿ Organisation of their ideas and cohesion between them is strengthened.



Our approach to the teaching of English:





Gaining knowledge about how to write for different genres and their featured grammar and vocabulary is a guiding principle. Teachers will focus on the characteristics of texts which have been written for different purposes and audiences as well as providing models of effective writing to develop composition. Writing skills will be taught explicitly through direct instruction, modelling and independent practise. The pupils will have frequent and varied opportunities to write and will secure the process of plan, draft, revise, edit to improve and publish. Extracts and shorter texts will be read to help to build background knowledge that they can use when writing their own versions with whole texts shared in Reading Skills, teacher read sessions and in English lessons where appropriate.

We aim to build pride, accomplishment and mastery to foster a real motivation to write.

There are opportunities for a range of subject appropriate writing activities that require the writing knowledge and skills to be applied in varied ways.

This table shows the core elements of our English journey.

This is a fluid model and should be adapted to meet the needs of your pupils. Sometimes each section may take more or less time. On occasions, the English journey will combine elements from more than one sections described below.

 Sentence Stacking	 Experience Lessons	 Find the Shape	 Independent Writing Sequence
<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences.</p> <p>Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.</p>	<p>Immersive teaching to stimulate ideas.</p> <p>Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	<p>Poetry and Non-fiction units have this element as well as the others shown in this table.</p> <p>One or two English lessons right at the beginning of a poetry/NF unit are deployed to read a model example. Pupils should then be helped to understand it as a visual, jigsaw style shape. This is very directed teaching.</p>	<p>It is important to map the plot points and analyse the highs and lows of the narrative built across a unit, as this will generate the task for independent writing at the end.</p> <p>Using the 'Independent Writing Teaching Sequence', teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing narrative, the pupils independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.</p>

Genre & Outcome Overview:



NB. It is important to note that this is a cumulative model where previous genres must be revisited, further reinforced, and developed in every year group that follows.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> Adventure Story Traditional Tales Journey Stories Contemporary Stories 	<ul style="list-style-type: none"> Traditional tales. Adventure narrative. Visual narrative. Journey stories. 	<ul style="list-style-type: none"> Twisted traditional tales. Adventure narrative. Folk tale. Narratives with a moral. 	<ul style="list-style-type: none"> Historical Setting Traditional tales with a twist Myths & Legends Changing characters and some plot Interviews Descriptions of characters & dreams 	<ul style="list-style-type: none"> Traditional tales Myths & Legends Adventure Legacy story Fantasy narrative Setting & character descriptions Varying plots and viewpoints 	<ul style="list-style-type: none"> Fantasy narrative Character & setting descriptions Mystery narrative Adventure story Next chapters Writing for younger children Varying viewpoints 	<ul style="list-style-type: none"> Variation on Traditional tales Detailed character descriptions & setting Horror narrative Ghost story Suspense writing Adventure Varying viewpoint
Non-Fiction	<ul style="list-style-type: none"> Report/Factfile Instructions Postcard Recount Lists, captions and labels 	<ul style="list-style-type: none"> Information report. Recounts about past events personally experienced. 	<ul style="list-style-type: none"> Non-chronological report. Recount / postcard. Instructional writing. 	<ul style="list-style-type: none"> Persuasive brochure/ poster Explanation Informational poster Diary Recounts 	<ul style="list-style-type: none"> Persuasive letter Recounts Diary Factual script Speeches Balanced arguments Poster/brochure Recipes 	<ul style="list-style-type: none"> Non-chron report Recounts / diary entry Biography Speeches Wanted poster (inc. description) Journals Newspaper report Letter of advice 	<ul style="list-style-type: none"> Non-chronological reports Recounts / diary Letters / postcards News report Speech and discussion Persuasive writing
Poetry	<ul style="list-style-type: none"> Nursery Rhymes Patterns & Rhymes 	<ul style="list-style-type: none"> Rhyming poem Patterns & Rhymes 	<ul style="list-style-type: none"> Free verse List Poem Patterns & rhymes 	<ul style="list-style-type: none"> Alliterative poems Colour poem – metaphor & similes 	<ul style="list-style-type: none"> Narrative poems Alliteration Repetition 	<ul style="list-style-type: none"> Narrative poetry List poems Haiku 	<ul style="list-style-type: none"> Rap Narratives Haiku





The English Journey TWS: EYFS (starting the process Spring 2024)

From Nursery and into Reception the children will become familiar with the lenses through role play and teacher guided talk and questioning.

Nursery

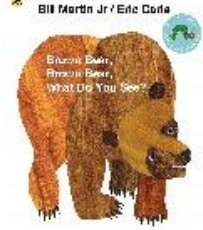
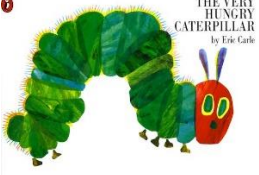

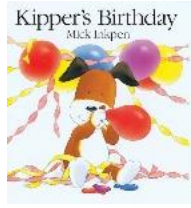

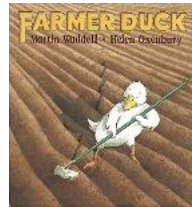
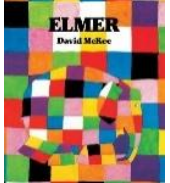
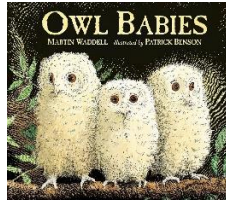
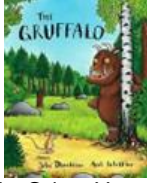
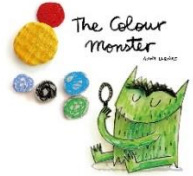
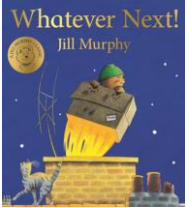
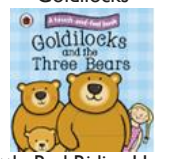

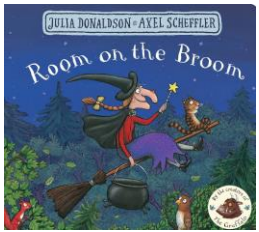



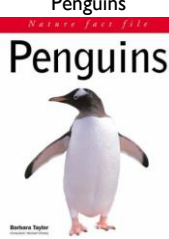
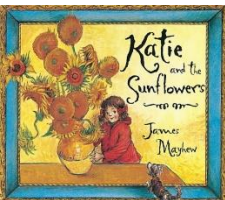

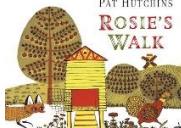


The feeling lens  will be introduced for all children and the noticing lens  will be introduced to children that are ready.

Reception

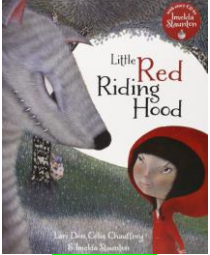
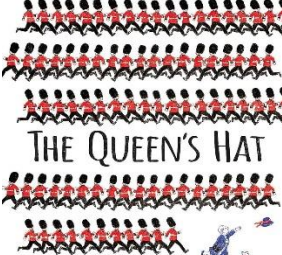

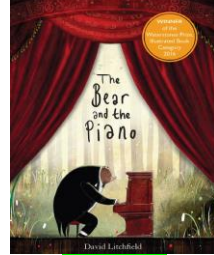
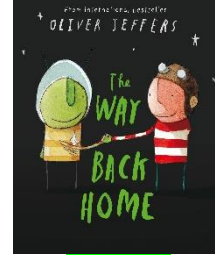
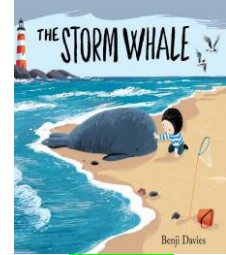
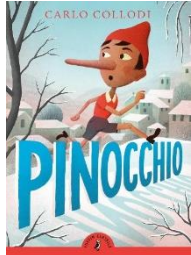
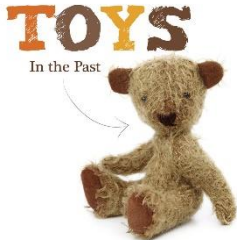


The focus is on the key lenses: feeling , noticing  and the senses  . These will be introduced through role play and in the context of story and non-fiction books.

From Spring 2 (2024), the teaching will follow the sequence of a unit plan to be built upon within Summer 1 and 2.



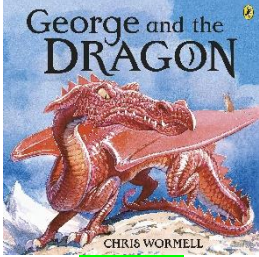
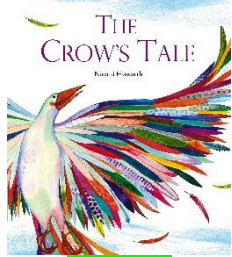
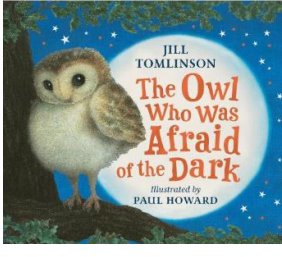
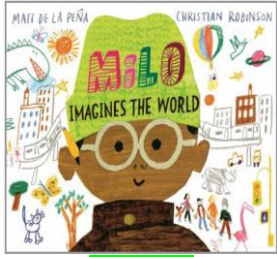



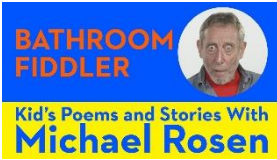
English Long-Term Plan (2023-24): This overview shows our progression of texts, genres and writing outcomes.

2023/24	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
<h1>Nursery</h1>	<p>Nursery Rhymes</p> <p>Brown Bear, Brown Bear</p> 	<p>Very Hungry Caterpillar</p> 	<p>We're going on a Bear Hunt</p>  <p>Kipper's Birthday</p> 	<p>Percy the Park Keeper</p>  <p>Farmer Duck</p> 	<p>Elmer</p>  <p>Owl Babies</p> 	<p>The Gruffalo</p>  <p>The Colour Monster</p> 
	<h1>Reception</h1>	<p>Whatever Next!</p>  <p>Goldilocks</p>  <p>Little Red Riding Hood</p> 	<p>Room on a Broom</p>  <p>The Three Little Pigs</p>  <p>The Nativity Story</p> 	<p>Fiction Unit: Narrative We're going on a bear hunt.</p>  <p>NF unit: Fact file Penguins</p> 	<p>Fiction Unit: Narrative Katie and the Sunflowers</p>  <p>NF unit: Instructions Chocolate Mug</p> 	<p>Fiction Unit: Narrative Rosie's Walk</p>  <p>Fiction Unit: Narrative: Lost and Found</p>  <p>NF unit: Post card The Snail and the Whale</p> 

Year 1

2023/24	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
	<p>Fiction Unit: Traditional Tale: Little Red Riding Hood. [13]</p>  <p>Additional Independent Write Idea: Same characters/Different plot: Little Red Riding Hood visits Grandma who lives in the town/city and when she gets to her flat there is a 'Big Bad Tiger' dressed in her clothes.</p> <p>After plot point 4, write a wanted poster for the wolf.</p>	<p>Fiction Unit: Adventure Narrative: The Queen's Hat. [18]</p>  <p>Additional Independent Write Idea: Continuation of the plot. New view point. Letter.</p>	<p>Fiction Unit: Visual Narrative: A song of the sea. [13]</p>  <p>Additional Independent Write Idea: Same characters/Different plot: May goes on a new adventure to a different setting.</p> <p>*merge some experience days with learning chunks.</p> <p>After plot point 5, write a postcard to May's brother about her adventure so far.</p>	<p>Fiction Unit: Narrative: The Bear and the Piano [16]</p>  <p>Additional Independent Write Idea: Continuation with plot: Design two more plot points after the bear returns home. Think about fans of the bears' that follow him back to his forest and try and persuade him to come back to the city.</p> <p>After plot point 4, write a letter back to the audience that watched Bear.</p>	<p>Fiction Unit: Narrative: The Way Back Home [18]</p>  <p>Additional Independent Write Idea: Same characters/Different plot: The Martian gets stuck on Earth and the boy has to help him get home.</p> <p>After plot point 5, write instructions about how to greet an alien. Or other ideas.</p>	<p>Fiction Unit: Narrative: The Storm Whale [15]</p>  <p>Additional Independent Write Idea: Continuation with plot: Write the next plot points about what happened when Noi met the whale in the sea again. Think about what they would do as friends e.g., go on an adventure, play games together, meet the whale's family.</p> <p>After plot point 2, write a short report about whales or the beach.</p>
	<p>Fiction Unit: Traditional Tale: Pinocchio [20] *Only use if confident in first unit.</p>  <p>Additional Independent Write Idea: Continuation with plot: The cat and the fox eventually kidnap Pinocchio. What do they do? How does he escape?</p>	<p>NF Unit: Report: Toys and Games of the Past. [16]</p>  <p>Additional Independent Write Idea: Write a simple report on a given animal.</p>		<p>Incidental Independent Writes: Recount experience days, themed days, trips etc.</p> <p>EXS: Write about - Real events, recording these simply and clearly</p> <p>NF Unit: Recount: Our Trip to the Woods. [18]</p>  <p>Additional Independent Write Idea: Caption/label pictures taken from the experience walk.</p>		<p>Poetry Unit: Rhyming Poem: When I am by myself. [12]</p>  <p>Additional Independent Write Idea: Pupils create a poem using the same structure and focus on taste, smell, feeling, touching. e.g. gooey flapjack, crunchy apple, freezing snow, musky forest.</p>

Year 2

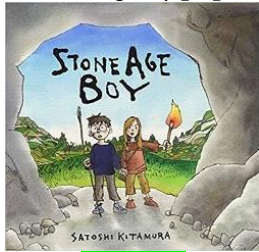
2023/24	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
	<p>Fiction Unit: Traditional Tale: LRRH - Twist [17]</p>  <p>Additional Independent Write Idea: Continuation with plot: Little Red Riding Hood reads another story and changes the ending e.g. Hansel and Gretel.</p> <p>After plot point 4, character description or wanted poster for a monster/animal.</p>	<p>Poetry Unit: List Poem: Firework Night. [13]</p>  <p>Additional Independent Write Idea: Discuss other traditions, celebrations and religious festivals, e.g. birthdays, Divali, school holidays etc.</p> <p>After experience day 1, caption different fireworks.</p>	<p>Fiction: Narrative: George and the Dragon/HTTYD [18]</p>  <p>Additional Independent Write Idea: The legend: Retell the St. George and The Dragon story.</p> <p>Mini recount of hook event of virtual dragon being sighted on school site.</p>	<p>Fiction: Narrative: A Crow's Tale [16]</p>  <p>Additional Independent Write Idea: Continuation with plot: Create another problem for woodland creatures e.g. a predator.</p> <p>After plot point 4, write a letter (recount of PP 1-4) back to animal friends about journey so far.</p>	<p>Fiction: Narrative: The Owl who was afraid [18]</p>  <p>Additional Independent Write Idea: Continuation with plot: Plop the baby barn owl helps a new-born owl or Mrs Barn Owl's worry as a parent as she wonders how she is going to help.</p> <p>Write a story about an animal character who is afraid of something.</p>	<p>Fiction Unit: Narrative: Milo Imagines [16]</p>  <p>Additional Independent Write Idea: Big idea replicated to new plot: write a story about a character that has to go on a difficult journey.</p> <p>Write a list poem about the train and what is seen so far.</p>
	<p>NF Unit: Non-Chron: Big Cats [18]</p>  <p>Additional Independent Write Idea: Non-chron report on an animal/plant of their choice.</p>	<p>NF Unit: Recount: Meercat Christmas: Postcard [16]</p>  <p>Additional Independent Write Idea: Pupils write their own postcard as Sunny from the next place he visits, pages 15-16 (or at the fireworks on pages 7-8).</p>	<p>Write about a real-life event. E.g. trip, special day or school event.</p>	<p>NF Unit: Instructions: How to make a bird feeder. [16]</p>  <p>Additional Independent Write Idea: The Wildlife Watch website https://www.wildlifewatch.org.uk/activities has lots of activity sheets for you to download and plan an activity with your class. Have pupils complete one of the practical activities and photograph them during each step. Then give pairs the photographs to order sequentially and write instructions for each step.</p>	<p>Poetry Unit: Desk Diddler [16]</p>  <p>Additional Independent Write Idea: Collect ideas of items that pupils might mess with. Collect a range of verbs. Pupils write their own dawdling/fiddling poem.</p>	

2023/24

Year 3

Autumn 1 (8 weeks)

Fiction Unit: Stories with a historical setting:
Stone Age Boy [15]

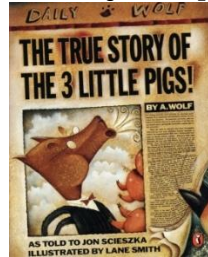


Additional Independent Write Idea:

Same plot, new characters, setting description.
Change the plot.
Different portal story.

Autumn 2 (7 weeks)

Fiction Unit: Traditional Tale: The True Story of the Three Little Pigs - Twist [18]



Additional Independent Write Idea:

New viewpoint on same plot.
Same characters/ different plot.
Recounts.
Interview characters.

Spring 1 (5 weeks)

Fiction Unit: Adventure Narrative:
The Last Bear [18]



Additional Independent Write Idea:

Change the plot.
The last...
Setting description.

Spring 2 (5 weeks)

Fiction Unit: Narrative:
Wisp – A story of hope [16]



Additional Independent Write Idea:

New viewpoint on same plot.
Same character, different plot.
Diary.

Summer 1 (7 weeks)

Poetry Unit:
I Asked the Little Boy who Cannot See [12]

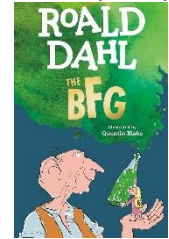
I asked the little boy who cannot see
"And what is colour like?"
"Why, green," said he,
"Is like the rustle when the wind blows through the forest, running water, that is blue:
And red is like a trumpet sound; and pink is like the smell of roses; and I think that purple must be like a thunderstorm;
And yellow is like something soft and warm;
And white is a pleasant stillness when you lie."
"And dream"

Additional Independent Write Idea:

Colour poems in different forms.
Mood boards with explanations.

Summer 2 (7 weeks)

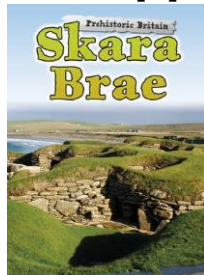
Fiction Unit: Narrative Adventure:
The BFG (Y4 unit)



Additional Independent Write Idea:

Dream descriptions.
Detailed labels.
Word play.

Non-Fiction Unit: Persuasion:
Skara Brae [16]



Additional Independent Write Idea:

Brochure/ Poster for visiting Stonehenge.
Entry tickets/ information.

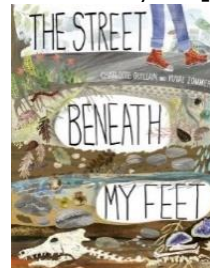
Non-Fiction Unit: Persuasive Post:
Christmas Dessert [11]



Additional Independent Write Idea:

Re-write with a recipe of their own choice.

Non-Fiction Unit: Explanation:
Street Beneath My Feet [18]

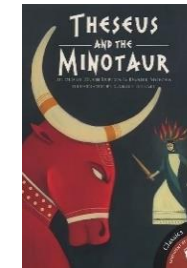


Additional Independent Write Idea:

Information Poster.

GPS and Consolidation

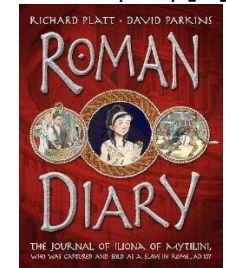
Fiction Unit: Myths and legends
Theseus and the Minotaur [17]



Additional Independent Write Idea:

Recount/ diary entry.

Non-Fiction Unit: Diary:
Roman Diary Entry [16]



Additional Independent Write Idea:

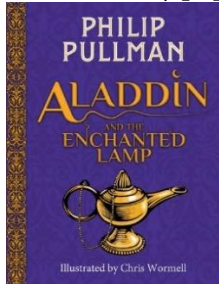
Diary as a different character.
Journey narrative.

2023/24

Year 4

Autumn 1 (8 weeks)

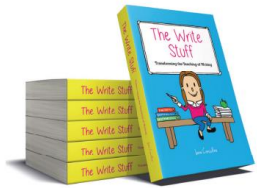
Fiction Unit:
Traditional Tale: Aladdin and the enchanted lamp [15]



Additional Independent Write Idea:

New viewpoint on the same character/ different plot.
Setting and character description.

Non-Fiction Unit:
Persuasive Letter:
Inviting an author [16]

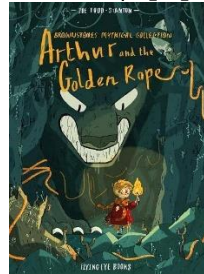


Additional Independent Write Idea:

Letters to and from author.
Varied and with own choice of author.

Autumn 2 (7 weeks)

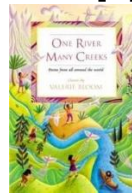
Fiction Unit: Narrative – Norse Myth: Arthur and the Golden Rope [14]



Additional Independent Write Idea:

New viewpoint on the same character/ different plot.
Setting and character description.

Poetry Unit:
Imagery Poem:
The River [15]

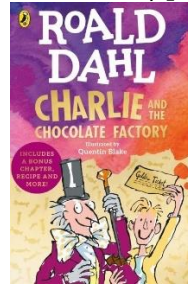


Additional Independent Write Idea:

Variations on 'Once upon a... everywhere.

Spring 1 (5 weeks)

Fiction Unit:
Adventure: Charlie and the Chocolate Factory [15]



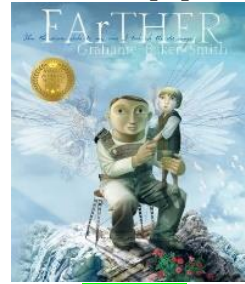
Additional Independent Write Idea:

New viewpoint on the same character/ different plot.
Setting and character description.
Golden ticket invitation.
Recount.

GPS and Consolidation

Spring 2 (5 weeks)

Fiction Unit:
Narrative:
Farther [12]



Additional Independent Write Idea:

New viewpoint on the same character/ different plot.
Setting and character description.
Diary entry.

Non-Fiction Unit:
Factual Script:
Once upon a Raindrop [19]

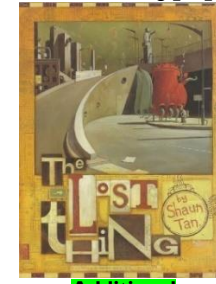


Additional Independent Write Idea:

Speeches.

Summer 1 (7 weeks)

Fiction Unit:
Fantasy:
The Lost Thing [19]



Additional Independent Write Idea:

New viewpoint on the same character/ different plot.
Setting and character description.
Setting description.

Non-Fiction Unit:
Balanced Argument:
Should we feed animals at National Parks? [15]

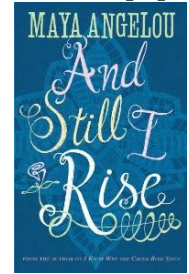


Additional Independent Write Idea:

Informational posters/brochures.
Animal descriptions location.

Summer 2 (7 weeks)

Poetry Unit:
Bullying:
Still I Rise [16]



Additional Independent Write Idea:

Anti-bullying poster.
Poem on resilience or another character or selves with same structure.

Non-Fiction Unit:
News Report:
The Wizards of Once [16]



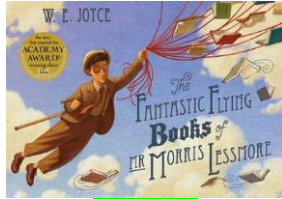
Additional Independent Write Idea:

Potion recipes.

2023/24

Autumn 1
(8 weeks)

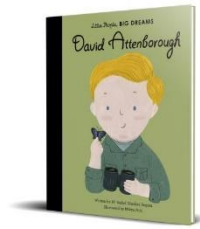
Fiction Unit: Film Narrative: The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios [15]



Additional Independent Write Ideas:
New viewpoint on the same plot.
Character and setting description.

Autumn 2
(7 weeks)

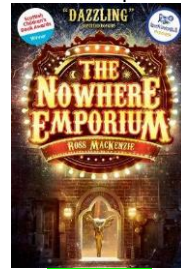
Non-Fiction Unit: Biography: David Attenborough [19]



Additional Independent Write Idea:
Biography of King Charles III or other significant historical figures from history units.

Spring 1
(5 weeks)

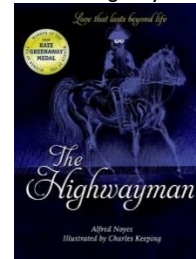
Fiction Unit: Bullying: The Nowhere Emporium [18]



Additional Independent Write Idea:
Description of the shop.
Fantasy/mystery narrative.
Plot continuation/different plot point.

Spring 2
(5 weeks)

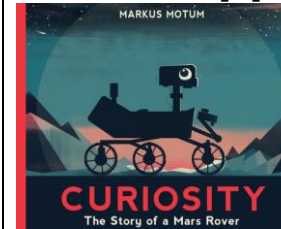
Poetry Unit: Narrative Poem: The Highwayman [20]



Additional Independent Write Idea:
Write a narrative poem linked to Julia Donaldson's The Highway Rat.
News report.
Wanted poster including character description.

Summer 1
(7 weeks)

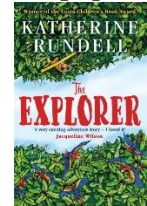
Non-Fiction Unit: Journal: Mars Transmission [20]



Additional Independent Write Idea:
Write a transmission home to be broadcast home imagining that they are part of the first mission to that planet and become stranded following some disaster.
News report.
Diary entry.

Summer 2
(7 weeks)

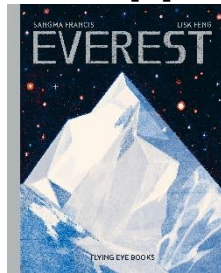
Fiction Unit: Narrative Adventure: The Explorer [19]



Additional Independent Write Idea:
Write the next chapter in 'The Explorer' story.
Letter of advice.
Diary entry.

Year 5

Non-Fiction Unit: Non-chronological Report Everest [16]



Additional Independent Write Ideas:
Recount of journey

Fiction Unit: Narrative: The Snowman [12]



Additional Independent Write Idea:
Detailed setting description.
Diary entry.
Adding additional plot points.

Non-Fiction Unit: Speech: Refugees [17]



Additional Independent Write Idea:
Write a speech inspired by current issues. E.g. homelessness, pollution, traffic, healthy eating.

Additional Outcomes for consolidation of skills.

Poetry Unit: Rhyming Structured Poem: The Most Dangerous Animal in the World [14]



Additional Independent Write Idea:
Write another poem about another animal, continent or historical period.

Non-Fiction Unit: Discussion Text: Shakespeare's Macbeth



Additional Independent Write Idea:
Character and setting description.
Letters.
Diaries.

2023/24

Year 6

**Autumn 1
(8 weeks)**

Fiction Unit:
Traditional Tale:
Hansel and Gretel [10]

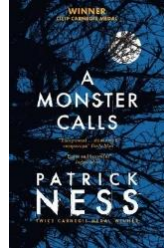


Additional Independent Write Idea:

Plot changes leading to variation of narrative.
Character interviews and descriptions.
Wanted posters with detailed character description.

**Autumn 2
(7 weeks)**

Fiction Unit:
Horror Narrative:
A Monster Calls [15]



Additional Independent Write Idea:

Setting descriptions.
New viewpoint on same plot.
Same characters / different plot.

**Spring 1
(5 weeks)**

Non-Fiction Unit:
Newspaper:
Goldilocks. [14]



Additional Independent Write Idea:

News articles for the 'Once Upon a Time Newspaper'.
Variations on fairy tales.

**Spring 2
(5 weeks)**

Fiction Unit:
Ghost Narrative:
Thornhill [17]



Additional Independent Write Idea:

Own ghost story using story structure.
Powerful setting and character descriptions.
Suspense writing.

**Summer 1
(7 weeks)**

Fiction Unit:
Adventure: Kensuke's Kingdom [15]



Additional Independent Write Idea:

New view point on same plot.
Plot changes leading to variation on narrative.
Letters/ diaries.
NC Reports.

**Summer 2
(7 weeks)**

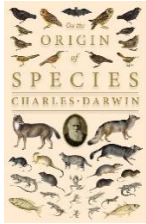
Non-Fiction Unit:
Speech:
Greta Thunberg [18]



Additional Independent Write Idea:

Own speech on effects of climate change.
Persuasive writing.

Non-Fiction Unit:
Non-Chronological Report:
Based on Charles Darwin's The Origin of Species [19]



Additional Independent Write Idea:

Research reports from other parts of CD's book.
Non-chron on the Dodo.

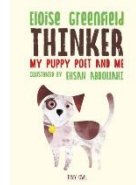
Non-Fiction Unit:
Recount:
Letters from The Lighthouse [18]



Additional Independent Write Idea:

Recounts of different characters.
Non-chronological report on the Kinder Transport.

Poetry Unit:
Rap:
My Puppy Poet [15]



Additional Independent Write Idea:

Other poems with a similar structure about humans or other animals.

Consolidation and GPS Focus.

SATS half term.

Fiction Unit:
Shakespeare Focus

Additional Independent Write Idea:
Revisit Horror/ Suspense genre.

Famous and Classical Poems:

Each year group has also been allocated a range of ‘famous’ or ‘classic’ poems that children should have the opportunity to read aloud, discuss and perform off by heart (to an audience where possible) throughout the year. Teachers need to select at least 2 of these poems and allow the class to spend time reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced, unless staff choose to use it as part of one of their three poetry units.

Select a minimum of 2 (UKS2 3+) to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a week’s shared story sessions at the end of the day and perform to other classes or assemblies.

EYFS					
<i>This is not a complete list for EYFS. We also have a focus on nursery rhymes in Nursery and pattern and rhyme through rhyming poems in Reception. Children in Reception will become more confident identifying repetition and patterns in the spoken word.</i>					
Two Little Dickie Birds, Humpty Dumpty, Twinkle Twinkle Little Star, Hot Cross Buns, Incy Wincy Spider, Sing a Song of Sixpence					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Now We Are Six</i> by AA Milne	<i>Buckingham Palace</i> by AA Milne	<i>On the Nong Ning Nang</i> by Spike Milligan	<i>Life Doesn't Frighten Me</i> by Maya Angelou	<i>Gran, Can you Rap?</i>	<i>In Flander's Fields</i> by John McCrae
<i>I Opened a Book</i> by Julia Donaldson	<i>The Moon</i> by Robert Louis Stevenson	<i>The Crocodile</i> by Robert Louis Stevenson	<i>Please Mrs Butler</i> by Allan Ahlberg	<i>The Tale of Custard The Dragon</i> by Ogden Nash	<i>Meeting Midnight</i> by Carol Ann Duffy
<i>Tippy Tappy</i> by Michael Rosen	<i>The Rhythm of Life</i> by Michael Rosen	<i>The Adventures of Isabel</i> by Ogden Nash	<i>The Quangle Wangle's Hat</i> by Edward Lear	<i>If</i> by Rudyard Kipling	<i>The Way Through the Woods</i> by Rudyard Kipling
<i>The Morning Rush</i> by John Foster	<i>Plum</i> by Tony Mitton	<i>Walking with my Iguana</i> by Brian Moses	<i>From a Railway Carriage</i> by Robert Louis Stevenson	<i>The British</i> by Benjamin Zephaniah	<i>The Listeners</i> by Walter La Mare
<i>Caterpillar</i> by Christina Rossetti	<i>Fruit Picking</i> by Jack Ousbey	<i>The Book</i> by Michael Rosen	<i>Sick</i> by Shel Silverstein	<i>Still I Rise</i> by Maya Angelou	<i>McCavity: The Mystery Cat</i> by T.S Eliot
<i>Here is the Seed</i> by John Foster	<i>See Me Walking</i> by Clive Webster	<i>Leap like a Leopard</i> by John Foster	<i>Mr Moore</i> by David Harmer	<i>Words Are Ours</i> by Michael Rosen	<i>Ozymandias</i> by Percy Bysshe Shelley

Our Approach to the teaching of Spelling and Handwriting:

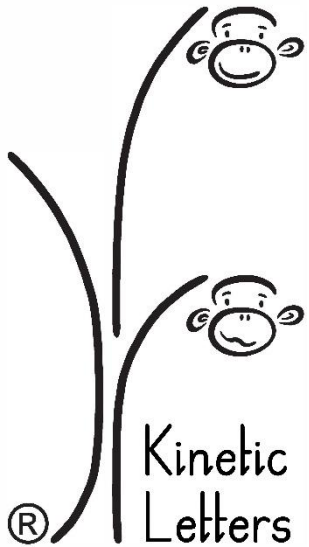
The subject of English can be conceptualised as having a '*body of knowledge*' rather than being a 'skill-based' subject although there are key skills that have to be learnt within the process.

Decoding and transcription are a priority in EYFS/KSI and into Y3/4 for older pupils who have not yet mastered this. The skills of *accurate spelling* and *fluent handwriting* need to be secure and have *automaticity* so that pupils can focus on composition. Transcription skills are essential for EYFS/KSI and it is very effective to teach transcription and composition separately in the earliest stages of writing instruction.

Composition can be done orally and led by the teacher until the children are secure with transcription. The children can begin to compose once they are *able to form simple sentences*.

Skilful handwriting has an impact on composition so the teaching of handwriting is closely associated with the quality, length and fluency of writing. Ideally then, this is secured by Year 3 so that from Year 4 onwards there can be a real focus on developing composition further.

Kinetic Letters



As a school we use the Kinetic Letters approach to the teaching of handwriting. Please see our Handwriting Policy for more information.

The School follows the national framework for the Early Years Foundation Stage ("EYFS"), Key Stage 1 ("KSI") and Key Stage 2 ("KS2") and the handwriting requirements of that framework (see Appendix 4) apply in full to the School.

The outcomes that we will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. The mastery of automaticity in handwriting is therefore one of the key priorities of the School.

Curriculum Impact:

To evaluate and monitor pupil achievement, we assess through a combination of formative and summative assessment, using both formative writing objectives and day-to-day teacher assessment. Writing occurs through every part of the curriculum. However, our English lessons are where we introduce the core writing skills and genres. Within the wider curriculum we, at times, apply our writing outcomes to help reinforce pupil skills and development.

Assessment:

- Teachers update the **formative** objectives ongoing – this is through our Online Tracker on Arbor.
- At the end of each term, teachers update the **summative** attainment on Arbor.
- A secure fit approach to writing is used. The following descriptors help to interpret from formative objectives to summative levels.

Markbook: Y1 - Writing

Student	Average	WTS: Capital Letters and full stops (s...	WTS: Write simple sentences, which c...	WTS: Some words spelt correctly and ...
A	Green	G	G	G
C	Green	A	G	G
D	Red	R	R	R
F	Amber	A	A	A
G	Amber	G	A	A
H	Amber	A	G	G

Qualifiers are used within the formative objectives. As shown in the sample.

Year 1 Writing Assessment:
WTS: Capital Letters and full stops (sometimes correctly).
WTS: Write simple sentences, which can be read by themselves and others.
WTS: Some words spelt correctly and others are phonetically plausible.
WTS: Spell phonetically regular words of more than 1 syllable.
WTS: Correct size and form of some letters and digits
WTS: Use spacing between words mostly correctly.
EXS: Write simple stories about others and myself.
EXS: Write real events, recording these simply and clearly.
EXS: Capital Letters and full stops (mostly correctly).
EXS: Questions marks (some correct use).
EXS: Exclamation marks (some correct use).
EXS: Using co-ordination (and, but, with some use of so).
EXS: Begin to use 'because' for subordination
EXS: Use present and past tense sometimes correctly and consistently.
EXS: Use 's' to pluralise nouns.
EXS: Begin to use <i>-er, -est</i> to adjectives (no root word change).
EXS: Recognise and begin to use the prefix <i>-un</i> .
EXS: Use present and past tense sometimes correctly.

All	90% or higher evident
Most / Mostly	75% or higher evident
Some / Sometimes	50% or higher evident
A range	2+ different devices or elements used
Consistently	Across individual and multiple pieces of writing
To build cohesion	Supports the flow and 'voice' of the writing

Moderation:

In school moderation occurs at least ONCE per term, with a specific focus. Completing these moderation sessions across the academic year supports consistency in judgement and the development of teacher subject knowledge. External moderation occurs where possible. External moderation from the Local Authority occurs in Year 2 and Year 6 at least once every four years.

Coaching:

The English Leads are responsible for developing the practice of staff through organising:

- Developmental observations sharing good practice.
- Open door/book policy to share good practice.
- Staff meetings for moderation, assessment and updates.
- The sharing of model learning journeys.
- Developmental planning with new and developing staff.
- Support with medium term planning where needed.

Monitoring and Observing:

The English Leads will follow the monitoring and evaluation cycle as directed by the Senior Leadership Group (SLG).

The relevant documents will be used for monitoring purposes and observations/coaching sessions/book scrutinies with teaching staff will be given a specific focus. The following policies and English handbooks should be referred to:

- Policy Documents
- Writing Handbook
- Reading Handbook

Writing Objectives Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Free mark making. Representing objects /words with marks. Putting sentences together orally.	Help to compose sentences for adults to scribe. Copies circles with crayons.	Help to compose sentences for adults to scribe. Copying pre-writing patterns with good control.	Copying circles and crosses. Begin to form recognisable letters. First letter of name.	Understand writing has a purpose (e.g. to tell some something) – pretend play. Copying letters from their name.	Write own name independently. Begin to use letter correspondences in play e.g., m for mummy.
Reception	Form recognisable lower case and some capital letters. Write own first name. Begin to write labels and / or captions using initial sounds and then, by “sounding out” and writing the letters for the sounds they can hear.	Form recognisable lower case and some capital letters correctly. Write own first name. Write labels and captions using “sounding out” and writing the letters for the sounds they can hear.	Form lower case and capital letters correctly. Write own first and surname. Begin to write short phrases, verbally rehearsing them first. Begin to write dictated phrases. Spell some common exception words/red.	Form lower case and capital letters correctly. Write own first and surname. Write short sentences with a capital letter and full stop. Write short, dictated sentences. Spell some common exception words/red words.	Begin to write for different purposes such as a list, a recipe, a story or a poem. Re-read what is written. Begin to remember more common exception/ red words to use in their writing.	Write for different purposes such as a list, a recipe, a story or a poem. Re-read what is written. Use full stops and capital letters sometimes accurately. Spell a range of common exception words/red words.
Year 1	<p>WTS: Capital letters - Using correctly sometimes</p> <p>WTS: Full stops - Using correctly sometimes</p> <p>WTS: Use simple sentences</p> <p>WTS: To spell some words containing previously taught phonemes and GPCs accurately</p> <p>WTS: To mostly use the correct size and form of some letters and digits</p> <p>WTS: To mostly use spacing between words.</p>		<p>EXS: Use present and past tense sometimes correctly and consistently</p>	<p>EXS: Use some correctly...Exclamation marks</p> <p>EXS: Use 'I' as a pronoun</p>	<p>Prefix un</p> <p>EXS: Use 's' or 'es' to pluralise nouns</p>	
	<p>EXS: Using most correctly...Capital letters</p> <p>EXS: Use ' and ' as simple co-ordination</p> <p>EXS: Use some correctly...Question marks</p>		<p>EXS: To write about... Simple stories about myself and others</p> <p>EXS: To write about...Real events, recording these simply and clearly</p> <p>EXS: Use most correctly...Full stops</p> <p>EXS: Spell some common exception words</p> <p>EXS: Form capital letters and digits mostly of the correct size, orientation and relationship to one another and to lower-case letters</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>WTS: Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>WTS: Using correctly sometimes...Capital letters</p> <p>WTS: Using correctly sometimes...Full stops</p> <p>WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>WTS: Spell some common exception words*</p> <p>WTS: Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>WTS: Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>WTS: Use spacing between words.</p>		<p>EXS: Subordinating conjunctions</p>	<p>EXS: Use present and past tense mostly correctly and consistently</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	
	<p>EXS: Using correctly mostly...Question marks</p> <p>EXS: Co-ordinating conjunctions</p>		<p>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>EXS: Write about real events, recording these simply and clearly</p> <p>EXS: Using correctly mostly...Capital letters</p> <p>EXS: Using correctly mostly...Full stops</p> <p>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>EXS: Spell many common exception words</p> <p>EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>EXS: Use spacing between words that reflects the size of the letters.</p>			
Year 3	<p>WTS: Start to use paragraphs to organise ideas</p> <p>WTS: In narrative and non-fiction outcomes... Use a consistent and appropriate structure in fiction and non-fiction</p> <p>WTS: Using mostly correctly Capital letters</p> <p>WTS: Using mostly correctly Full stops</p> <p>WTS: Using mostly correctly Question marks</p> <p>WTS: Using mostly correctly Exclamation marks</p> <p>WTS: Using mostly correctly Apostrophes for contraction</p> <p>WTS: Spelling some words correctly (year 3 and 4)</p> <p>WTS: Producing legible handwriting (no need for writing to be joined)</p>		<p>EXS: Mostly correctly...Subordinating conjunctions</p> <p>EXS: Use past and present tense accurately and consistently</p>	<p>EXS: Mostly correctly...Singular possession</p> <p>EXS: Adverbs</p> <p>EXS: Using 'a' / 'an' where appropriate</p>	<p>EXS: Mostly correctly...Plural possession</p> <p>EXS: Mostly correctly...Commas for</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Pronouns to avoid repetition – to build cohesion</p>	<p>EXS: Mostly correctly...Co-ordinating conjunctions</p> <p>EXS: Mostly correctly...Prepositions</p> <p>EXS: Mostly correctly...Inverted commas</p> <p>EXS: Non-fiction: Use simple devices to support the reader</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Fiction: Describe characters and settings</p> <p>EXS: Non-fiction: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>EXS: Spelling most words correctly (year 3 and 4)</p> <p>EXS: Maintaining legibility joining some of my letters</p>			

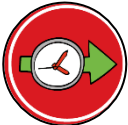

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>WTS: Use paragraphs to organise ideas</p> <p>WTS: In narratives describe character/settings</p> <p>WTS: To use a consistent and appropriate structure in fiction and non-fiction</p> <p>WTS: Capital letters</p> <p>WTS: Full stops</p> <p>WTS: Question/Exclamation marks</p> <p>WTS: Commas for lists</p> <p>WTS: Apostrophes for contraction</p> <p>WTS: Spelling some words correctly (year 3 and 4)</p> <p>WTS: Form joins, clear size and spacing of letters both lower and capital mostly correctly.</p>		<p>EXS: Adverbials/Adverbs/Prepositions</p> <p>EXS: Fronted adverbials</p> <p>EXS: Commas to mark some clauses</p>	<p>EXS: Singular possession</p> <p>EXS: Varying sentence devices and structures</p> <p>EXS: Colons to introduce a list</p>	<p>EXS: Plural possession</p> <p>EXS: Use past and present tense accurately and consistently</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Co-ordinating conjunctions</p> <p>EXS: Pronouns to avoid repetition</p>	<p>EXS: Pronouns to avoid repetition</p> <p>EXS: Subordinating conjunctions</p> <p>EXS: Inverted commas</p> <p>EXS: In non-narrative use simple devices to support the reader</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: In non-narrative use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>EXS: Spelling most words correctly (year 3 and 4)</p> <p>EXS: Maintaining legibility joining most of my letters</p>			
Year 5	<p>WTS: Write for a range of purposes</p> <p>WTS: Use paragraphs to organise ideas</p> <p>WTS: Describe character/settings</p> <p>WTS: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>WTS: Use mostly correctly...Capital letters</p> <p>WTS: Use mostly correctly...Full stops</p> <p>WTS: Use mostly correctly...Question/Exclamation marks</p> <p>WTS: Use mostly correctly...Commas for lists</p> <p>WTS: Use mostly correctly...Apostrophes for contraction</p> <p>WTS: Spelling most words correctly (year 3 and 4)</p> <p>WTS: Spelling some words correctly (year 5 and 6)</p> <p>WTS: Producing legible and fluent handwriting (some joins)</p>		<p>EXS: Mostly...Relative clauses</p> <p>EXS: Build cohesion: Varying sentence devices and structures</p> <p>EXS: Build cohesion: Fronted adverbials / adverbials / prepositions</p> <p>EXS: Commas for clarity</p> <p>EXS: Mostly...Possessive apostrophes</p>	<p>EXS: Mostly...Semi colons</p> <p>EXS: Mostly...Possessive apostrophes</p> <p>EXS: Mostly...Hyphens</p> <p>EXS: Build cohesion: Pronouns</p> <p>EXS: Integrate dialogue to convey character and advance the action</p>	<p>EXS: Mostly...Punctuation for parentheses</p> <p>EXS: Integrate dialogue to convey character and advance the action</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	<p>EXS: Mostly...Punctuation for parentheses</p> <p>EXS: Build cohesion: Synonyms</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Mostly...Inverted commas</p> <p>EXS: Mostly...Colons</p> <p>EXS: Mostly...Modal/Passive verbs</p>	<p>EXS: Mostly...Co-ordinating conjunctions</p> <p>EXS: Mostly...Subordinating conjunctions</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing</p> <p>EXS: Spelling most words correctly (year 5 and 6)</p> <p>EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)</p>			




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>WTS: Write for a range of purposes</p> <p>WTS: Use paragraphs to organise ideas</p> <p>WTS: Describe character/settings</p> <p>WTS: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>WTS: Mostly correctly...Capital letters</p> <p>WTS: Mostly correctly...Full stops</p> <p>WTS: Mostly correctly...Question/Exclamation marks</p> <p>WTS: Mostly correctly...Commas for lists</p> <p>WTS: Mostly correctly...Apostrophes for contraction</p> <p>WTS: Spelling most words correctly (year 3 and 4)</p> <p>WTS: Spelling some words correctly (year 5 and 6)</p> <p>WTS: Producing legible and fluent handwriting (some joins)</p>		<p>EXS: Mostly correctly...Relative clauses</p> <p>EXS: Mostly correctly...Dashes</p> <p>EXS: Cohesion...Conjunctions – Co-ordinating and subordinating</p>	<p>EXS: Mostly correctly...Hyphens</p> <p>EXS: Cohesion...Fronted adverbials / adverbials / prepositions</p> <p>EXS: Cohesion...Pronouns</p>	<p>EXS: Mostly correctly...Passive Voice</p> <p>EXS: Mostly correctly...Possessive apostrophes</p> <p>EXS: Cohesion...Synonyms</p> <p>EXS: Integrate dialogue to convey character and advance the action</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Mostly correctly...Range of sentence types (co-ordinating/subordinating)</p> <p>EXS: Mostly correctly...Modal Verbs</p>	<p>EXS: Mostly correctly...Inverted commas</p> <p>EXS: Mostly correctly...Commas for clarity</p> <p>EXS: Mostly correctly...Punctuation for parentheses</p> <p>EXS: Mostly correctly...Semi-colons</p> <p>EXS: Mostly correctly...Colons</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing</p> <p>EXS: Spelling most words correctly (year 5 and 6)</p> <p>EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)</p>			





Progression - LTP

Grammaristic Progression

This document exemplifies each of the Grammaristics and where they are introduced across the school in line with the national curriculum requirements. It is important to note that this is a cumulative model where previous learning must be revisited, further reinforced, and developed in every year group that follows.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adverbs and adverbial phrases 			Use adverbs to express time and cause (then, next, soon, therefore)	Use fronted adverbials (and use commas after them)	Indicate degrees of possibility using adverbs (such as perhaps, surely) Use adverbials to link ideas across paragraphs (time – later, place – nearby, number – secondly)	Link ideas using adverbials
Basics 	Leave spaces between words Compose a sentence orally before writing it	Use expanded noun phrases to describe and specify Understand what the role of a noun, adjective, adverb and verb is within a sentence	Use an or a according to whether the following word begins with a consonant or vowel Accurately use pronouns within a sentence Choose nouns and pronouns appropriately for clarity and cohesion Use prepositions to express time and cause (before, after, during, in, because of)	Use Standard English forms for verb inflections instead of spoken forms (we were instead of we was) Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases (the strict Maths teachers with curly hair) Understand and use determiners in writing	Use modal verbs to indicate possibility or certainty Understand and use relative pronouns when composing relative clauses	Use expanded noun phrases to convey complicated information concisely Understand how to make writing cohesive by repeating words or phrases

<p>Sentence structures</p> 	<p>Join words and clauses using 'and'</p>	<p>Learn to use subordination (when, if, that, because) and coordination to link sentences (or, and, but)</p> <p>Understand what is meant by a compound sentence and use them within writing</p>	<p>Use conjunctions to express time, place and cause (when, before, after, while, so, because)</p> <p>Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing</p>	<p>Appropriate use of pronoun or noun within or across sentences to aid cohesion</p>	<p>Use relative clauses that begin with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Use colons, semi-colons and dashes to link independent clauses</p>
<p>Dialogue and contracted forms</p> 		<p>Spell words with the contracted form</p>	<p>Compose sentences that include dialogue (introduce inverted commas to punctuate speech)</p>	<p>Correctly punctuate direct speech (including comma after reporting clause and punctuation to end speech before inverted comma)</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Understand the difference between vocabulary typical of informal speech and the appropriate register for formal speech and demonstrate this in writing</p> <p>Use question tags (such as isn't he?) to show the difference between informal and formal speech</p>
<p>Purpose</p> 		<p>Write for different purposes including: narratives, poetry and real events</p> <p>Use sentences with different forms: statement, question, command and exclamation</p>	<p>Use headings and sub-headings to aid presentation</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Use subjunctive to show the difference between informal and formal speech (If I were/were they to come)</p> <p>Use layout devices (such headings, sub-headings, columns, bullet points or tables) to structure a text</p>

<p>Paragraphs</p> 	<p>Sequence sentences to form short narratives</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Introduce paragraphs as a way to group related material</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Revisit, reinforce and develop upon previous year groups</p>
<p>Passive/active voice</p> 						<p>Use passive to affect the presentation of information in a sentence</p>
<p>Past and present tense</p> 		<p>Use the present and the past tenses correctly throughout writing</p> <p>Use the progressive form to mark actions in progress (she is drumming)</p>	<p>Use the present perfect forms of verbs in contrast to the past tense</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Use tense choices to link ideas across paragraphs (he had seen her before)</p> <p>Use the perfect form of verbs to mark relationships between time and cause (he had seen her before)</p>	<p>Revisit, reinforce and develop upon previous year groups</p>
<p>Punctuation</p> 	<p>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use the possessive apostrophe (singular)</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use full stops, capital letters, exclamation marks and question marks to demarcate sentences</p> <p>Use commas to separate items in lists</p>	<p>Introduce inverted commas to punctuate direct speech</p> <p>Place the possessive apostrophe in regular and irregular plurals</p>	<p>Use commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause, punctuation to end speech)</p> <p>Use apostrophes to mark plural possession</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Use semi-colons within lists</p> <p>Punctuate bullet points appropriately to list information</p> <p>Understand how hyphens can be used to avoid ambiguity and demonstrate this in writing</p> <p>Use ellipsis to link ideas across paragraphs and create cohesion</p>

Formative Writing Objectives:

Year 1 Writing Assessment:

WTS: Capital Letters and full stops (sometimes correctly).

WTS: Write simple sentences, which can be read by themselves and others.

WTS: Some words spelt correctly and others are phonetically plausible.

WTS: Spell phonetically regular words of more than 1 syllable.

WTS: Correct size and form of some letters and digits

WTS: Use spacing between words mostly correctly.

EXS: Write simple stories about others and myself.

EXS: Write real events, recording these simply and clearly.

EXS: Capital Letters and full stops (mostly correctly).

EXS: Questions marks (some correct use).

EXS: Exclamation marks (some correct use).

EXS: Using co-ordination (and, but, with some use of so).

EXS: Begin to use 'because' for subordination.

EXS: Use present and past tense sometimes correctly and consistently.

EXS: Use 's' to pluralise nouns.

EXS: Begin to use -er, -est to adjectives (no root word change).

EXS: Recognise and begin to use the prefix -un.

EXS: Use present and past tense sometimes correctly.

EXS: Spell some common exception words.

EXS: Form capital letters and digits mostly of the correct size, orientation and relationship to one another and to lower-case letters.

Year 2 Writing Assessment:

WTS: Write sentences that are sequenced to form a short narrative and sustain writing.

WTS: Capital and full stops (more consistently used).

WTS: Spelling some words correctly and making phonically-plausible attempts at others.

WTS: Spell phonetically regular words of more than 1 syllable.

WTS: Use –ing and –ed mostly correctly with no change to the root word.

WTS: Recognise and begin to use prefix –un.

WTS: Spell some common exception words.

WTS: Using co-ordination to join clauses: and/but.

WTS: Form lower-case letters in the correct direction, starting and finishing in the right place.

WTS: Form lower-case letters of the correct size relative to one another in some of their writing.

WTS: Use spacing between words.

EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional).

EXS: Write about real events, recording these simply and clearly.

EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.

EXS: Use exclamation marks correctly when required.

EXS: Use present and past tense mostly correctly and consistently.

EXS: Use co-ordination (e.g. or / and / but / so) and some subordination (e.g. when / if / that / because) to join clauses.

EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

EXS: Spell many common exception words.

EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

EXS: Use spacing between words that reflects the size of the letters.

Year 3 Writing Assessment:

WTS: Beginning to use simple paragraphs to organise ideas.

WTS: In narratives, describe character and setting.

WTS: To use a consistent and appropriate structure in fiction and non-fiction.

WTS: Use of: capital letters and full stops (mostly correct). Where required use of questions and exclamation marks.

WTS: Use of apostrophes for contraction (some evidence).

WTS: Using co-ordination to join clauses (and/but/so).

WTS: Evidence of subordination (because/when/if).

WTS: Using –ed, -ing, -er, -est as suffixes (some evidence).

WTS: Use the suffix –ful, -ly in some of their writing.

WTS: Producing **legible** handwriting (no need for writing to be joined).

EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader.

EXS: In narratives, describe characters and settings.

EXS: In non-fiction, use simple devices to support the reader (heading, subheading, bullet points).

EXS: Use paragraphs to organise ideas.

EXS: Use of co-ordinating conjunctions (mostly secure).

EXS: Use of sub-ordination conjunctions are more evident in a range of writing.

EXS: Use of preposition.

EXS: Use a range of punctuation including: inverted commas, commas for lists and singular possession (mostly correctly).

EXS: Use of a/an where appropriate.

EXS: Use of adverbs where appropriate.

EXS: Use of pronouns to avoid repetition.

EXS: Use past and present tense accurately and consistently.

EXS: An improving accuracy of spelling of age-expected words.

EXS: A correct use of the range of suffixes taught.

EXS: Maintaining legibility with a joined style.

Year 4 Writing Assessment:

WTS: Use paragraphs to organise ideas.

WTS: In narratives, describe character and settings.

WTS: To use a consistent and appropriate structure in fiction and non-fiction.

WTS: Use of capital letters, full stops, question marks and exclamation marks is accurate.

WTS: Use of commas for lists and apostrophes for contractions used more consistently.

WTS: Use of co-ordination conjunctions is secure.

WTS: Evidence of subordination (because, when, if, that).

WTS: A correct use of the range of suffixes taught previously.

WTS: Form joins, clear size and spacing of letters both lower and capital mostly correctly.

EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader.

EXS: In narratives, describe characters and settings.

EXS: In narratives, describe atmosphere.

EXS: In non-fiction, use simple devices to support the reader (heading, subheadings bullet points).

EXS: Write in clear organised paragraphs.

EXS: Co-ordinating conjunctions are secure.

EXS: Subordinating conjunctions are varied and more accurately used.

EXS: Evidence of fronted adverbials for effective openers.

EXS: Use a range of punctuation including: inverted commas and singular possession (mostly correctly).

EXS: Plural possession is beginning to be evidence and more consistent.

EXS: Commas to mark some clauses.

EXS: Use past and present tense accurately and consistently.

EXS: An improving accuracy of spelling of age-expected words.

EXS: Maintaining legibility joining most letters.

Year 5 Writing Assessment:

WTS: Evidence of clear fiction and non-fiction writing.

WTS: Use paragraphs to organise ideas.

WTS: In narratives, describe characters and settings with some expanded noun phrases.

WTS: In non-fiction, use simple devices to support the reader (heading, sub-heading, captions and bullet points)

WTS: Using conjunctions for coordination consistently.

WTS: Evidence of subordinating conjunctions across a range of writing (at least 3 or 4 different ones)

WTS: Capital letters, full stops, question and exclamation marks are correctly used.

WTS: Use of singular possession and some evidence of plural possession.

WTS: Use a range of punctuation including commas for lists and apostrophes for contraction (mostly correctly).

WTS: Good attempts at spelling unfamiliar words that shows evidence of secure phonics.

WTS: Produce legible and fluent handwriting (mostly joined)

EXS: Write effectively for a range of audiences and purposes selecting the language that shows awareness of the reader.

EXS: Build character through description and actions.

EXS: Write effective settings and build atmosphere.

EXS: Integrate dialogue in narratives to convey character and advance the action.

EXS: Use a range of coordinating and subordinating conjunctions across a range of writing.

EXS: Use of modal verbs.

EXS: Relative clauses using: which, that, who.

EXS: Good word choices and evidence of vocabulary development (synonyms).

EXS: Punctuation for dialogue and quotes.

EXS: Use of commas for clarity (beginning to evidence).

EXS: Punctuation for parenthesis (brackets).

EXS: Use of colons for lists where appropriate.

EXS: Recognise and use hyphenated words.

EXS: Possessive apostrophes for both singular and plural.

EXS: Evidence of varied sentence structures.

EXS: Use of fronted adverbials and prepositions where appropriate.

EXS: Confident use of pronouns.

EXS: Using verb tenses consistently through their writing.

EXS: An improving accuracy of spelling of age-expected words.

EXS: Maintaining legibility, fluency and speed (joined).

Year 6 Writing Assessment:

WTS: Awareness of purpose in fiction and non-fiction.

WTS: Use of organised paragraphs.

WTS: Use of conjunctions for cohesion and flow.

WTS: Description in narrative with expanded phrases.

WTS: Devices in non-fiction to support the reader.

WTS: Sentence punctuation is accurate.

WTS: Commas in lists, contraction and possession correctly used.

WTS: Varying sentence types and some use of fronted adverbials.

WTS: An improving accuracy of spelling of age-expected words (Y3/4 word list confident and some Y5/6 words).

WTS: Good phonic attempts with challenging vocabulary.

WTS: Maintaining legibility, fluency and speed (mostly joined).

EXS: Write effectively for a range of audiences and purposes selecting the language that shows awareness of readers.

EXS: Build characters through description and actions.

EXS: Effective settings and building of atmosphere.

EXS: Using a wide vocabulary and clear word choices (synonyms).

EXS: Use of active and passive voice.

EXS: Relative clauses used consistently by choice to extend.

EXS: Use of punctuation for dialogue and quotes.

EXS: Use of commas for clarity.

EXS: Punctuation for parenthesis (brackets, dashes and commas).

EXS: Semi-colons, colons and dashes used where appropriate.

EXS: Use of hyphenated words (correct spelling and word choice).

EXS: Use of possessive apostrophe for singular and plural.

EXS: Co-ordinating and subordinating conjunctions for flow and cohesion.

EXS: Secure use of adverbials, prepositions and pronouns.

EXS: Use verb tenses consistently and correctly throughout their writing.

EXS: An improved accuracy of spelling of age-expected words.

EXS: Maintain legibility in joined handwriting when writing at speed.

Appendix: See progression through genres document.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>