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| Text  Description automatically generated with low confidenceA picture containing icon  Description automatically generated  **Hennock Community Primary School**  **Writing Curriculum**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. | | | |
| Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of ‘Talk for Writing’ and Babcock Texts that Teach, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!  **A writer at our school will:**   * Take pride in their writing and presentation * Reflect on the use of language to write with purpose and effect * Consider author voice and intent through shared, quality texts * Articulate and talk their writing confidently * Select vocabulary deliberately * Adjust writing appropriately to a range of genres and across the curriculum * Apply spelling, punctuation and grammar conventions accurately and independently * Respond effectively to feedback, co-construct and take ownership of writing targets * Take risks to write creatively | | | |
| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **English sequences** | **Target setting** | **Guided writing** | **Shared writing** | | English teaching is underpinned through the use of Devon’s Book Writes. Texts are selected primarily to address focused learning needs, including SPaG but should be engaging and ‘hook’ pupils into learning. Purpose for writing is an essential feature. Pupils start and end each sequence with an independent writing task to generate targets and measure progress. | Targets are set in a number of ways. Cohort-based targets identify focused teaching and learning within the next sequence of English. Personal targets identify specific gaps in learning – the ‘thing’ that will moving their learning on next. They are approached in a fluid way and updated regularly through teacher/pupil collaboration and conferencing. | Guided writing is the time where the teacher really gets to unpick and move children’s learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes. | Teachers and children collaborate to write a text together, lead by the teacher. They may focus on specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect, impact of writing on the reader and SPaG. They rehearse ‘writing as a reader’ so that they can ‘read as a writer’. | | **SPaG** | **Progression in editing** | **Writing across the curriculum** | **Feedback and marking** | | Spelling, punctuation and grammar is taught with the support of EdShed spelling. This supports a progressive approach particularly within our mixed-age classes. Application of phonics is a key feature of early spelling. | We take a meticulous approach to editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way. | Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. | Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress. | | **Vocabulary** | **Purpose for Writing** | **Phonics** | **Handwriting** | | The Oracy Project underpins the development of vocabulary teaching. By utilising a tiered-approach, children are exposed to a wide range of words, which can then be explored further. This then helps them to apply carefully chosen vocabulary to their writing. Key vocabulary is identified in teacher’s planning. | Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. | Early spelling is taught through phonics. Phonics starts with our youngest learners. It is taught systematically. Children are encouraged to use their developing knowledge of graphemes to segment to spell so that they have the tools to try to write anything. Children are then taught to be more selective about their choice of graphemes as they learn to spell accurately. | Handwriting is taught progressively to support the development of a joined, neat handwriting style. In EYFS children are taught to form their letters correctly. As children progress into KS1, they begin to learn cursive writing which they then learn to join when they are ready. | | | | |
| **Assessment – in order to assess impact** | | | |
| Children talk positively about writing; editing and improving confidently to achieve quality outcomes. | By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever growing vocabulary, grammatical patterns and ideas in their writing. | Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our ‘writing progression’ document support a structured approach to ensure that learning makes sense to pupils and builds on their skills. | Attainment is measured using the Trust’s termly data collection points. Class teacher’s also use Babcock Writing Assessment sheets to support with assessment. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific interventions. |
| **Assessment Evidence – a guide** | | | |
| **EYFSP**  Teacher assessment - observations of writing behaviour including through Tapestry.  SIMs – in-house data and progress tracking  Talking to pupils and parents.  Writing books/evidence  Ongoing phonics assessments and checks for application of segmenting to spell. | **KS1**  Non Statutory writing evidence for Year 2 SATS  SIMs – in-house data and progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Phonics checks  Weekly spelling tests  Written responses to activities across the curriculum | **Years 3-5**  Non-statutory writing evidence  SIMs – in-house data and progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Weekly spelling tests  Written responses to activities across the curriculum | **Year 6**  Statutory writing evidence for Year 6 SATs  SIMs – in-house data and progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Weekly spelling tests  Written responses to activities across the curriculum |
| **Writing Progression** | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Progression in Writing – Hennock Primary School** | | | | | | | | ***R*** | ***y1*** | ***Y2*** | ***Y3*** | ***Y 4*** | ***Y5*** | ***Y6*** | | ***Spelling – Phonic and whole word*** | \*use their phonic knowledge to write words which match their spoken sounds  \*write some irregular common words  \*write some words spelt correctly  \*name the letters of the alphabet. | \*spell words containing each of the 40+ phonemes taught so far – most words can be deciphered  \*spell most common exception words in the Y1 spelling appendix  \*recognise and spell a set of simple compound words  \*name the letters of the alphabet in order  \*use letter names to distinguish between alternative spellings of the same sound | \*segment spoken words into phonemes and represent these by graphemes, spelling many correctly  \*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones  \*distinguish between homophones and near- homophones  \*spell common exception words | \*write words spelt ei, eigh or ey  \*write words spelt ch eg: scheme, chemist, chef, brochure  \*spell a range of common homophones eg: berry/bury, break/brake, grown/groan | \*write words spelt sc eg: science, discipline, crescent  \*write words ending with gue and que eg: league, tongue, antique  \*spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen | \*spell some homophones from the Y5/Y6 spelling appendix  \*distinguish between some commonly confused words | \*spelling some challenging homophones from the Y5/Y6 spelling appendix  \*distinguish between many commonly confused words | | ***Spelling – other word building*** | \*write other words that are phonetically plausible | \* use the prefix un-  \*use the suffixes –ing, -ed -er - est where no change is made to the root word  \*understand the rule for adding  -s or –es as the plural marker for nouns and the third person singular marker for verbs  \*apply simple spelling rules and guidance from NC Appendix 1 | \*spell more words with contracted forms  \*use possessive apostrophe (singular)  \*add suffixes to spell longer words including -ment, -ness,  -ful, -less, -ly  \*apply spelling rules and guidance from NC Appendix 1 | \*use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti-  \*spell some words with the suffixes: -ation, -ly, -sure. –tion, - sion and –ssion  \*embed use of apostrophe for a range of contractions and for singular nouns  \*being to use apostrophes for plural possession  \*spell some words from the Y3/Y4 Statutory Word List  \*use dictionaries to aid checking of spelling | \*use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto-  \*add suffixes which begin with a vowel eg: forget / forgetting  \*add suffixes -ous, -sion, -ssion,  -tion, -cian and –ly from the full range from the Y3/Y4 spelling appendix  \*use apostrophes to mark singular and plural possession  \*spell the majority of the words from the Y3/Y4 Statutory word list  \*use dictionaries independently to aid checking of spelling using  the first 2 or 3 letters of a word | \*spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, -cial, -ant,  -ent, -ance, -ence  \*spell correctly words with letters which are not sounded  \*know when to use the hyphen to join a prefix to a root eg: re-enter  \*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list  \*use the first 3 or 4 letters of a word to check spelling and/or  meaning in a dictionary | \*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re-  -able, -ible , -ably, -ibly, -al, -ial  \*use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns  \*spell the majority of words from the statutory Y5/Y6 word list  \*independently and automatically use a dictionary to check the spelling / meaning of words when appropriate | | ***Transcription*** |  | \*write from memory simple dictated sentences containing the GPCs and words taught so far | \*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | \*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation  taught | \*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all  punctuation taught so far | \*write from memory, dictated sentences which include words from the KS2 curriculum | \*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum | | ***Handwriting*** |  | \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction – starting and finishing in the right place  \*form capital letters  \*form digits 0-9  \*understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these  \*leave spaces between words | \*form lower-case letters of the correct size relative to one another  \*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  \*write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  \*use spacing between words that reflects the size of the letters | \*writing is legible  \*letters are consistent in size and formation  \*capital letters are the correct size relative to lower case  \*writing is spaced sufficiently so that ascenders and descenders do not meet  \*diagonal and horizontal strokes are used consistently to join letters  \*know which letters, when adjacent, are best left unjoined  \*appropriate letters are joined – consistent to the school’s handwriting approach | \*writing is legible and fluent  \*all letters and digits are consistently formed and of the correct size, orientation and relationship to one another  \*downstrokes of letters are mostly parallel and equidistant  \*writing is spaced sufficiently so that ascenders and descenders do not meet  \*appropriate letters are joined consistently | \*writing is legible and fluent and quality is beginning to be maintained at speed  \*correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram  \*can usually choose the appropriate writing implement for the task | \*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed  \*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…  \*chooses the writing implement that is best suited for a task | | | | |
| **Suggested Texts**  ***Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils*** - links to topic may then be made if the text does so.  Selected texts should ‘hook’ pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, including to ensure that content is taught in a timely manner | | | |
| **English Rolling Programme Rolling Programme Hennock Primary School**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 1 & 2** | | | | | | | | | | | | | **Year A** | | | | | | | | | | | | | **Autumn** | | | | **Spring** | | | | **Summer** | | | | | **Curriculum Links:** | | | | **Curriculum Links:** | | | | **Curriculum Links** | | | | | **Oppurtunities for writing in wider curriculum** | | | | **Oppurtunities for writing in wider curriculum** | | | | **Oppurtunities for writing in wider curriculum** | | | | | **The 3 Little pigs** | How do you feel? | **Stella the Seagull** | **Snow in the garden** | **How to hide a lion in a school** | **This is how we do it.** | **Penguins** | **A mouse called julian** | **The disgusting sandwich** | **Grow your own lettuce** | **Outdoor Wonderland** | **A first book of the sea** | | **Elicitation Task**  In pairs/small groups children act out/retell a well-known fairy story, in their own words, using lolly stick puppets (draw the characters and stick these onto sticks).  The fairy story chosen may be one you have read together, particularly if you use this sequence at the start of Y1 or if you know that your children have little experience of fairy tales. | **Elicitation task:**  Play a game of ‘I spy…’ Model recording what they saw on the board/flipchart e.g. *I see a book. I see a tree. I see a friend. I see a truck.*  Once you have generated enough ideas, ask the children to write what they see in short sentences using the sentence starter ‘I see…’ Suggest they use the correct punctuation for their sentences. | **Elicitation task:**  Write a letter to your Headteacher asking them to change something about the school. Discuss children’s ideas for things that they would like changed e.g., school lunches, break times, playground facilities. As the children may not know how to start/finish a letter, you could model the opening and ending: *Dear Mr/Mrs X….Thank you, from Y* | **Elicitation Task**  Rhyme generation: sit in a circle and pass a word rhyme orally around the circle, e.g. bird, heard, stirred, third; hot, pot, cot, trot; tree, see, me, three. Every time the children can’t think of the next rhyme, introduce a new word and start again. Be alert to pupils who struggle to recognise and generate or repeat a rhyming word. | **Elicitation task:**  Use the children’s last story to identify elements that need to be developed in this unit of work. | **Elicitation task:**  Write a letter to a real (or imaginary) penpal, telling them all about yourself. | **Elicitation task**  Use an object that children are interested such as a type of toy. Discuss with them the features of the toy, what it is made of and who might use it and why. Ask children to write a report about the toy, to include a diagram and caption. | **Elicitation Task**  Show the children pictures of animals from stories. Ask them to choose two animals and, after talking through some ideas with a partner, write a story about how they became friends. | **Elicitation task:**  Give children a photocopy of the first double page spread with the text blanked out. Children discuss what might happen in this story. Children write the story they think will happen based on the picture. | **Elicitation task:**  Make a jam sandwich with the children, talking about what you would say to someone else who was going to make one. Ask children to write a set of instructions for making a jam sandwich. | Use a previous example of instructional writing to identify the starting points for this sequence or make something with the class linked to current learning/event, e.g. a pop-up card, a simple puppet, and then ask them to write the instructions for other children in the school. | **Elicitation Task**  Talk to the children about a special place that they have visited and why they like it so much. What sights, sounds, smells and feelings do they associate with it? Ask them to write a short description of the place including as many words as they can that will ‘paint a picture’ for a reader who has never been there. If your children have read and written poems previously, gather what they know about poetry and ask them to write a poem about the place instead. | | **Outcome**  **Y1 To write the story of The Three Little Pigs**  **Y2 To write the story changing some key details such as the characters and/or setting** | **Outcome**  To create a short book which includes simple images and sentences describing how we feel and asking someone else how they feel. Some children will write sentences which also explain why they feel the way they do.  This book will link very well with well-being and PSHE topics. Different emotions are illustrated using colour-coded balloons in red, yellow, green, or blue relating to the four colour Zones of Regulation. | **Outcome**  **To write a letter asking for help with an environmental issue.**  You may wish to extend this sequence by writing a response to each other’s letters at the end. | **Outcome**  **To write a poem in two stanzas on a familiar theme, e.g. winter weather or Christmas, including rhyme and rhythm** | **Outcome**  **To write own story about hiding an animal on a school trip** | **Outcome**  **To add yourself to the seven children in the book and write about how you live** | Outcome  **To write their own information text in sections about another animal/animal family that they have learnt about** | **Outcome**  **To write a version of the story with different animals in a different setting (preferably linked to a class topic). Some children might choose a different ending for the story based on their predictions.** | **Outcome**  To write a story about some food that becomes more and more disgusting until it is finally eaten. | **Outcome**  **To write a double page spread which includes a detailed introduction and a set of instructions** | **Outcome**  **To write a page that contains a set of instructions for an information book** | **Outcome**  **You can choose to do either or both of the outcomes below as suits your class:**  **Write a poem about a sea creature you have learnt about**  **Write a poem about something you like or enjoy doing linked to the sea** | | **Key Writing Objectives**  Write own version of The Three Little Pigs, sequencing their version to maintain coherence (Y1)  Include some onomatopoeic words (Y1 and 2)  Use capital letters for names (Y1)  **Key Writing Objectives**  Write a new version of the story including new characters and/or types of homes (Y2)  Include some onomatopoeic words (Y1 and 2)  Write using past tense verbs consistently (Y2)  Expand nouns by adding one or more adjectives for description (Y2)  **Greater Depth Outcomes**  Choose verbs carefully to give precise information to the reader  Use a range of past tense verbs (both regular and irregular) and spell them mostly correctly (Y2) | **Key Writing Objectives**  Create own book with several images and sentences to match feelings.  Leave spaces between words to help the reader read the writing.  Punctuate sentences with capital letters and full stops.  Use question marks when appropriate.  When writing the personal pronoun ‘I’ use a capital letter.  **Greater Depth**  Include ambitious vocabulary for emotion/feeling words to communicate a wider range of emotions.  Extend the simple sentence using ‘when’ to explain feelings. | **Key Writing Objectives**  Write a letter to a company/organisation asking for help with an environmental issue.  Leave spaces between words and use capital letters and full stops appropriately.  Use the correct punctuation including capital letters, full stops and question marks.  Write multi-clause sentences using *and*  Use capital letters for names and pronoun *I.*  **Greater Depth**  Optional: write a letter about an environmental issue that is personal to them.  Write a reply to another child in the class.  Use the range of punctuation mostly accurately. | **Key Writing Objectives**  Write two complete linked stanzas with four lines in each (Y2).  Use some rhymes in a set pattern.  Choose words to create images for the reader.  Have a clear rhythm in at least some of the poem.  **Greater Depth Outcomes**  Use rhyme in the abcb pattern as in the original text.  Maintain the rhythm throughout.  Create links between the different idea in the poem. | **Key Writing Objectives**  Write own story about how to hide an animal on a school trip  Use a range of conjunctions to link ideas together  Write using statements and questions punctuated correctly  Use a range of precise verbs  **Greater Depth**  Use conjunctions in the middle and at the beginning of sentences (not ‘and’)  Punctuate accurately | **Key Writing Objectives**  Y1:  sequence simple sentences to build a picture of everyday life  Use simple descriptive language to add detail  Y2:  Write about real events in day-to-day life  Use expanded noun phrases to add detail appropriate for the reader  Write consistently in the present tense  Use apostrophes for contraction to suit the informality of the writing  Greater Depth  Y1:  Use well-chosen expanded noun phrases to build a picture of your life  Y2:  Effectively adopt the style of the book: write for children in other cultures to read and get a good understanding of the detail of your life.  Extend vocabulary to be precise but ambitious | **Key Writing Objectives**  Write a series of linked sentences in the present tense to tell the reader information about an animal:  Include ‘and’ to join clauses in some sentences to give the reader more information (Y1)  Use multi-clause sentences (compound and complex) to provide more detailed information about different aspects of an animal’s life/habitat (Y2).  Punctuate some (Y1)/many (Y2) of these sentences correctly.  Apply phonic knowledge and use word banks to spell many known patterns and words correctly (Y1).  Use knowledge about features of an information text to layout pages (Y1/2)  **Greater Depth**  Punctuate most sentences correctly (Y1/2), including commas in lists (Y2).  Choose words e.g., determiners, adjectives and verbs to describe precisely (Y1/2).  Provide extra detail to inform and interest the reader e.g., how/when/where (Y2).  Choose how to present writing and pictures/photographs to make a visual impact (Y2). | **Key Writing Objectives**  Write a narrative to tell the story of two animals who become unlikely friends in a different setting from the original story.  Use the coordinating conjunctions *and* and *but* to replicate the multi-clause patterns of the modelled text.  Use verbs accurately and in the correct tense.  **Greater Depth Outcomes**  Use the full range of punctuation mostly accurately.  Make choices about language use and layout/page breaks for impact especially drama.  Use precise verbs.  Devise an original ending for their independent story. | **Key Writing Objectives**  Use the pattern of the text to write a new story.  Use noun phrases to make the food sound disgusting and funny.  Use speech marks when characters talk.  Use a range of sentence constructions.  Use commas in lists.  **Greater Depth**  Create a link between finding the sandwich and losing it again to the next animal/person.  Use humour in the story.  Use speech punctuation correctly: Punctuate the actual words characters speak with speech marks. | Key Writing Objective  Write a double page spread including an introduction and instructions. (Y2)  Use the imperative form of verbs to write commands. (Y2)  Use suffix -ly to create adverbs to add detail to instructions. (Y2)  Use the conjunction *if t*o provide specific detail (Y2)  **Greater Depth**  Use complex sentences to convey detailed information.  Add additional explanations and information.  Maintain an informative tone throughout. | **Key Writing Objectives**  Write a set of instructions that have an introduction along with extra information for the reader and which are easy to follow.  Use co-ordinating and subordinating conjunctions to link ideas together in a logical order.  Use apostrophes for contraction accurately if necessary.  **Greater Depth**  Use a range of sentence types appropriately: *statements, questions, commands.*  Punctuate sentences accurately throughout. | **Key Writing Objectives**  Choose adjectives (and other words) carefully to give a clear picture in the reader’s mind  Use some poetical devices, e.g. alliteration  Use stanzas to structure the different ideas (Y2)  **Greater Depth Outcomes**  Create a rhyming couplet that fits the context of the class poem (Y2)  Write a poem with a series of memorable images for the reader by using a range of different poetical devices (Y2):  noun phrases with carefully chosen adjectives  alliteration  repeating patterns | | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **leaving spaces between words (Y1)**  **combining words to make sentences (Y1)**  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)**  **using a capital letter for names of people, (Y1**)  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  learn how to use:  **expanded noun phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the Moon* (Y2)**  **the present and past tenses correctly and consistently throughout writing (Y2)**  **some features of written standard English (Y2)**  **use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark  Y2: noun, noun phrase, verb, suffix, adverb, tense (past, present) | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **leaving spaces between words (Y1)**  **combining words to make sentences (Y1)**  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)**  **using a capital letter for names of people,** **places, the days of the week, and the personal pronoun ‘I’ (Y1**)  **use the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: letter, capital letter, word, sentence, punctuation, full stop, question mark | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **leaving spaces between words (Y1)**  **combining words to make sentences (Y1)**  j**oining words and clauses/sentences using *and* (Y1)**  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)**  **using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ (Y1)**  learn how to use:  **sentences with different forms: statement, question, exclamation, command (Y2)** (understanding how the grammatical patterns in a sentence indicate its function  **use the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, (question mark, exclamation mark)  Y2: exclamation | **Grammar**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)**  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  **using commas to separate items in a list (Y2)**  learn how to use:  **expanded noun phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the Moon* (Y2)**  **use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: capital letter, punctuation, full stop  Y2: noun, noun phrase, adjective, verb, comma | **SPAG**  Yr1  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **joining words and joining clauses using and**  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark**  Yr2  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)**  **using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)**  **Correct choice of verb and consistent use of tense**  **Terminology**  Yr1: letter, capital letter, word, sentence, punctuation, full stop, question mark  Yr2: statement, question, exclamation, verb, comma | **SPAG**  Yr1  Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark**  **using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’**  Yr2  Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular)**  expanded noun phrases to describe and specify [for example, the blue butterfly]  the present tense correctly and consistently  use and understand the grammatical terminology in English Appendix 2 in discussing their writing.  **Terminology**  Yr1: letter, capital letter, word, sentence, punctuation, full stop,  Yr2:  compound, adjective  verb, adverb, tense (present)  comma | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **combining words to make sentences (Y1)**  **joining words and clauses/sentences using *and* (Y1)**  **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)**  **using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ (Y1)**  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  **using commas to separate items in a list (Y2)**  **learn how to use:**  **expanded noun phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the Moon* (Y2)**  **the present and past tenses correctly and consistently throughout writing (Y2)**  **subordination (*when, if, that, because*) and coordination (*or, and, but*) (Y2)**  **some features of written standard English (Y2)**  **use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop  Y2: noun, noun phrase, adjective, verb, tense (present) | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  l**earning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  learn how to use:  **the present and past tenses correctly and consistently throughout writing (Y2)**  **subordination (*when, if, that, because*) and coordination (*or, and, but*) (Y2)**  **some features of written standard English (Y2)**  **use and**  **understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)**  **Terminology**  Y2: compound, verb, suffix, tense (past, present) | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  **using commas to separate items in a list (Y2)**  **learn how to use:**  **expanded noun phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the Moon* (Y2)**  **the present and past tenses correctly and consistently throughout writing (Y2)**  indicate grammatical and other features by:  **using and punctuating direct speech (Y3/4)**  **Pupils should be taught to use:**  **[introduction to] inverted commas to punctuate direct speech (Y3)**  **Terminology**  Y2: noun, noun phrase, adjective  Y3: direct speech, inverted commas (or ‘speech marks’) | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  learn how to use:  **sentences with different forms: statement, question, exclamation, command** (Y2) **(understanding how the grammatical patterns in a sentence indicate its function)**  **subordination (*when, if, that, because*) and coordination (*or, and, but*)** (Y2)  **extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if because, although* (Y3)**  **some features of written standard English (Y2)**  **headings and subheadings to aid presentation (Y3)**  **use and understand (Y2) the grammar terminology in English Appendix 2 in discussing their writing**  **Terminology**  Y2: command, adjective, verb, suffix, adverb, comma  Y3: adverb, preposition, conjunction, clause, subordinate clause, | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)**  **using commas to separate items in a list (Y2)**  **using apostrophes for contracted form and the possessive (singular), e.g. *the girl’s name* (Y2**)  **extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* (Y3)**  **using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time, place and cause (Y3)**  learn how to use:  **sentences with different forms: statement, question, exclamation, command** (Y2) **(understanding how the grammatical patterns in a sentence indicate its function) (Y2)**  **subordination (*when, if, that, because*) and co-ordination (*or, and, but*) (Y2)**  **headings and subheadings to aid presentation (Y3)**  **Terminology**  Y2: statement, question, command, verb, apostrophe  Y3: preposition, conjunction, clause, subordinate clause | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **leaving spaces between words (Y1)**  **beginning to punctuate sentences using a capital letter and a full stop…or exclamation mark (Y1)**  **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks (Y2)**  **learn how to use:**  **expanded noun phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the Moon* (Y2)**  **use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)**  **Terminology**  Y1: letter, capital letter, sentence, punctuation, full stop  Y2: noun, noun phrase, adjective, comma | | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  composing a sentence orally before writing it (Y1)  sequencing sentences to form short narratives (Y1)  re-reading what they have written to check that it makes sense (Y1)  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others (real and fictional) (Y2)  writing for different purposes (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Y2)  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  discuss what they have written with the teacher or other pupils (Y1)  read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)  read aloud what they have written with appropriate intonation to make the meaning clear (Y2) | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  composing a sentence orally before writing it (Y1)  re-reading what they have written to check that it makes sense (Y1)  discuss what they have written with the teacher or other pupils (Y1) | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  composing a sentence orally before writing it (Y1)  sequencing sentences to form short narratives (Y1)  re-reading what they have written to check that it makes sense (Y1)  make simple additions, revisions and corrections to their own writing by:  discuss what they have written with the teacher or other pupils (Y1)  read aloud their writing clearly enough to be heard by their peers and the teacher (Y1) | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  re-reading what they have written to check that it makes sense (Y1)  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  develop positive attitudes towards and stamina for writing by:  writing poetry (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  discuss what they have written with the teacher or other pupils (Y1)  read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)  read aloud what they have written with appropriate intonation to make the meaning clear (Y2) | **Writing**  Write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense (Yr1)  Develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others,  writing about real events (Yr2)  Consider what they are going to write before beginning by: (Yr2)  planning or saying out loud what they are going to write about (Yr2)  writing down ideas and/or key words, including new vocabulary (Yr2)  encapsulating what they want to say, sentence by sentence (Yr2) | **Writing**  Write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  discuss what they have written with the teacher or other pupils  read aloud their writing clearly enough to be heard by peers and the teacher (Yr1)  Develop positive attitudes towards and stamina for writing by:  writing about real events,  writing for different purposes (Yr2)  Consider what they are going to write before beginning by: (Yr2)  planning or saying out loud what they are going to write about (Yr2)  writing down ideas and/or key words, including new vocabulary (Yr2)  encapsulating what they want to say, sentence by sentence (Yr2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher (Yr2)  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Yr2)  proofreading to check for errors in spelling, grammar and punctuation (Yr2)  read aloud what they have written with appropriate intonation to make the meaning clear (Yr2) | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  composing a sentence orally before writing it (Y1)  re-reading what they have written to check that it makes sense (Y1)  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  develop positive attitudes towards and stamina for writing by:  writing about real events (Y2)  writing for different purposes (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, (including verbs in the progressive form (Y2))  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2) | **Writing (Composition)**  Pupils should be taught to:  write sentences by:  composing a sentence orally before writing it (Y1)  sequencing sentences to form short narratives (Y1)  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others (real and fictional) (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Y2)  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  read aloud what they have written with appropriate intonation to make the meaning clear (Y2) | **Writing (Composition)**  Pupils should be taught to:  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  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 (Y3)  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) (Y3)  develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others (real and fictional) (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Y2)  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  evaluate and edit by:  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3) | **Writing (Composition)**  Pupils should be taught to:  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  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(Y3)  develop positive attitudes towards and stamina for writing by:  writing for different purposes (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils (Y2)  proofreading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  draft and write by:  in non-narrative material, using simple organisational devices (e.g. headings and subheadings) (Y3)  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements (Y3)  proofread for spelling and punctuation errors (Y3) | **Writing (Composition)**  Pupils should be taught to:  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas/key words, including new vocabulary (Y2)  encapsulating what they want to say, sentence by sentence (Y2)  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) (Y3)  in non-narrative, material, using simple organisational devices for example headings and subheadings (Y3)  make simple additions, revisions and corrections to their own writing by:  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Y2)  proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2)  proofread for spelling and punctuation errors (Y3) | **Writing**  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about (Y1)  composing a sentence orally before writing it (Y1)  re-reading what they have written to check that it makes sense (Y1)  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about (Y2)  writing down ideas and/or key words, including new vocabulary (Y2)  develop positive attitudes towards and stamina for writing by:  writing poetry (Y2)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils  proofreading to check for errors in spelling, grammar and punctuation (Y2)  discuss what they have written with the teacher or other pupils (Y1)  read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)  read aloud what they have written with appropriate intonation to make the meaning clear (Y2) |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 3 & 4** | | | | | | | | | | **Year A** | | | | | | | | | | **Autumn** | | | **Spring** | | | **Summer** | | | | **Curriculum Links: Science - Rocks & States of Matter**  **Art – Heather Stone** | | | **Curriculum Links:**  **Non Fiction – Write a Bigrpahy linked with a Naturalist e.g. David Attenborough or Steve Backshall** | | | **Curriculum Links**  Information Leaflet on Isambard Kingdom Brunel’s Inventions | | | | **Oppurtunities for writing in wider curriculum** | | | **Opportunities for writing in wider curriculum**  Write an information text about an area linked with Science Unit Animals including Humans.  Fairy Tale linked with Vikings | | | **Oppurtunities for writing in wider curriculum**  Write a Biography for Isambard Kingdom Brunel | | | | **Jack and the Dreamsack** | **Rocks** | **Paint me a Poem** | **Usborne Illustrated Grimm's Fairy Tales** | **Fantastically Great Women Biographies** | **Beachcomber** | **Leon and the Place Between** | **How to Invent** | **Poetry Pie** | | **Elicitation Task**  Write a story about what might happen in Dreamtime:  Jack pretended to close his eyes and when everyone in the house was fast asleep, he crawled to the deep, delightful Dreamtime… | **Elicitation task:**  Watch this video about how Volcanoes are formed: <https://safeyoutube.net/w/DNWO> (or similar).  Watch at least twice, model taking notes and then ask children to take their own notes.  Discuss what they have learnt to ensure basic understanding. Ask children to write a short piece of writing to explain what they have learnt about ‘How are Volcanoes formed?’ | **Elicitation task:**  Use an image of a piece of artwork shared through a data projector. Discuss smells, sounds, tastes and textures in the art. What might it be like if it came alive? What would happen if you could enter the painting? What might happen next? What might it mean for you? Record your thoughts and feelings as a poem. | **Elicitation task:**  Show children a selection of pictures from well-known fairy tales (try to avoid Disney pictures).  Discuss which they know and which are less familiar. Which story could they confidently retell to  someone else? Ask them to briefly map the story and to add important vocabulary to different  parts. Then ask them to write the story thinking about reading it aloud to an audience. Share  some of the stories if time allows. | **Elicitation task:**  Show the pupils part of a short film about a famous person. Give them a format for taking notes and then share and discuss the information that they have found out. Check that all pupils have enough relevant information. Ask them to write a short text (you could give a word limit) about this person, including as much information and detail as possible. | **Elicitation task:**  Check, in plenty of time before commencing this sequence, whether every pupil in class collects something and what this might be. Those that don’t collect anything will need some additional stimulus before writing – a video of someone else’s collection (e.g. ‘Inside 5 of the Biggest Collections on Earth’ <https://safeYouTube.net/w/u2DN>; ‘The Worlds Craziest Collectors Compilation!’ <https://safeYouTube.net/w/y6DN>) or the chance to gather some images of objects in a given category, e.g. gifts they would like to be given, favourite toys or foods or clothes, items at home of particular significance to them, treasured mementoes from a holiday, etc.  Children should write about a collection. There is no need for this to be in the form of a poem; you want to set a task that will reveal and clarify individuals’ handling of nouns/noun phrases to accurately and evocatively describe, along with their ability to hint at their feelings/attitudes towards the items. Give them a little time to organise, through talk and jotting, their thoughts and writing: will they introduce the objects and then focus on a few favourites? Might they begin by explaining how they got into collecting? Would they want to pique the reader’s interest from the outset, e.g. by asking questions? Could they just list selected items and then add a different description under subheadings, etc.? How about creating a fact file, or Top Trumps-style equivalent? | **Elicitation task:**  Ask children to imagine a magical space (you could use images from the text if that helps to provide a focus). Discuss what they can see, hear and feel. Ask children to write down a description of this place they have imagined. | **Elicitation task:**  Write an information leaflet explaining about your school. Think about how you would like to  organise the information. This is not a persuasive piece. You might include history of the school  etc. | **Elicitation task:**  An elicitation task is not necessary for this sequence. | | **Outcome**  To write own voyage and return fantasy story based on Jack and the Dreamsack | **Outcome**  Write your own version of two of the pages in the book:  What are Sedimentary Rocks?  What are Fossils? | **Outcome**  To respond to art through poetry | **Outcome**  to write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text and using key characteristics of the genre | **Outcome**  To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements | **Outcome**  To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator. | **Outcome**  To create a different world beyond the portal | **Outcome**  Choose an inventor and/or invention and create an Inventors portfolio and/or an invention timeline | **Outcome**  To perform and write poetry | | **Key Writing Objectives**   * Create a simple narrative based on structure of text. * Use adverbials of time and place to create cohesion and add detail. * Use a variety of ways of expanding noun phrases before and after noun. * Include some direct speech punctuated correctly.   **Greater Depth Outcomes**   * Create a repeated refrain. * Use alliteration, onomatopoeia and figurative language to create a poetic style. | **Key Writing Objectives**  Write easily accessible and engaging information writing which explains a process.   * Organise information into paragraphs/sections around a theme. * Make writing detailed and precise through the choice of nouns, using engaging adjectives to build noun phrases.   Add detail and link ideas through the use of adverbials of place (sometimes fronted - Y4).  **Greater Depth**  Maintain the style of the text model throughout: balancing an authoritative voice with humour and accessibility. | **Key Writing Objectives including grammar and punctuation**  Use similes  .Arrange writing in a poetry form.  Use usual words in unusual combinations.  Make choices about line breaks.  **Greater Depth**  Use a range of poetic devices for effect.  Choose the form of the poem to suit the meaning. | **Key Writing Objectives including grammar and punctuation**  **NC objective in bold**  Include plot events that fit with fairy tales  Use fairy tale vocabulary and traditional features of the genre  Establish setting with adverbs and prepositional phrases to entice the reader; include commas after fronted adverbials (Y4)  Include appropriate amount of dialogue with speech marks (Y3); use other speech punctuation accurately (Y4)  Use apostrophes for contraction and possession accurately (including plural possession for Y4)  **Greater Depth**  Make specific vocabulary choices to create a particular image for the reader, especially for the setting  Use dialogue and reporting verbs to show characters’ thoughts and feelings. | **Key Writing Objectives**   * Divide biography into clear sections and paragraphs. * Use adverbs/adverbial phrases of time and place for precision, detail and concise information. * Expand noun phrases with precise choices of adjectives to convey a lot of information concisely.   Use commas after fronted adverbials (Y4).  **Greater Depth**   * Design layout of information thinking about the reader and visual pathways. * Position adverbials in sentences for emphasis and clarity.   Summarise biographical achievement/character using a strapline or well-chosen quotation. | **Key Writing Objectives including grammar and punctuation**   * Describe a series of objects that are linked in some way, e.g. by where they were found, who by, their function, etc. * Add detail by expanding noun phrases with well-chosen words. * Write from a particular person’s perspective (it could be your own) so the reader gets to know the narrator a little. * Write in the form of a free verse poem, organised into regular stanzas. * Punctuate the poem to help the reader make sense of it, and read it aloud as you want it to be read, e.g. use commas in lists, and punctuation to mark sentence ends (not necessarily the same as line endings).   **Greater Depth**   * Choose vocabulary carefully to hint at the narrator’s feelings, e.g. use more positive or negative words and phrases to describe the objects. * Construct noun phrases in different ways to help make your reader linger on the objects being described or dismiss them as disappointing or unimportant.   Create a point at which the mood or pace or focus or position changes, e.g. the narrator looks to the future, or dreams, or shares an opinion.  NC objective in bold | **Key Writing Objectives including grammar and punctuation**   * Create a detailed magical world using a range of descriptive language: * Expanded nouns * Prepositional phrases of **how** and **where** * Rich vocabulary   **Greater Depth**   * Build a clear atmosphere | **Key writing objectives**  organise information into clear sections and sequence ideas  · write concisely and clearly with appropriate  technical language and expanded noun  phrases including post modification  · use a variety of ways to link ideas within a sentence.  · Use adverbial information and punctuate correctly.  **Greater Depth**  Create an effective impersonal, formal style through use of expanded noun phrases including the use of relative clauses · Use dashes/parenthesis/semi-colons · Engage the reader through imaginative organisation of information | **Key Writing Objectives including grammar and punctuation**  Perform poetry with others, conveying the message of the poem appropriately  Write own poetry, making use of devices to convey a message clearly  Explore word choice and ensure ‘best words in the best place’ are used | | **SPAG**  Pupils should be taught to:  **using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time, place and cause (Y3)**  **using fronted adverbials (Y4)**  indicate grammatical and other features by:  **using commas after fronted adverbials (Y4)**  **using and punctuating direct speech (Y3/4)**  Pupils should be taught to use:  **noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)**  **introduction to inverted commas to punctuate direct speech (Y3)**  **inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4)**  Y3: adverb, preposition, clause, direct speech, inverted commas (or ‘speech marks’)  Y4: determiner, adverbial | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)**  **using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in because of*) to express time, place and cause (Y3)**  **using fronted adverbials (Y4)**  **indicate grammatical and other features by:**  **using commas after fronted adverbials (Y4)**  Pupils should be taught to use:  **introduction of paragraphs as a way to group related material (Y3)**  **paragraphs to organise ideas around a theme (Y4)**  **headings and subheadings to aid presentation (Y3)**  **Terminology**  Y3: adverb, conjunction, clause, subordinate clause  Y4: determiner, pronoun, adverbial | **SPAG**  **Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. *the strict maths teacher with curly hair*) (Y3/4).**  **Terminology**  Y2 revision: noun phrase | **Grammar**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in because of*) to express time, place and cause (Y3)**  **using fronted adverbials (Y4)**  indicate grammatical and other features by:  **using commas after fronted adverbials (Y4)**  **indicating possession by using the possessive apostrophe with singular (KS1 revision) and plural nouns (Y4)**  **revision of apostrophes for contracted forms (KS1)**  **using direct speech (Y3/4)**  Pupils should be taught to use:  **[introduction to] inverted commas to punctuate direct speech (Y3)**  **inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4)**  **Terminology**  Y3: adverb, preposition, conjunction, direct speech, inverted commas (or ‘speech marks’)  Y4: possessive pronoun, adverbial | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  **using conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time, place and cause (Y3)**  **using fronted adverbials (Y4)**  indicate grammatical and other features by:  **using commas after fronted adverbials (Y4)**  Pupils should be taught to use:  **noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)**  **introduction to] paragraphs as a way to group related material (Y3)**  **paragraphs to organise ideas around a theme (Y4)**  **headings and subheadings to aid presentation (Y3)**  **Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was* or *I did* instead of *I done*) (Y4)**  **Terminology**  Y3: adverb, preposition  Y4: determiner, pronoun, adverbial | **SPAG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  (revision/extension from Y2) learning how to use familiar punctuation correctly and effectively including commas for lists  **Pupils should be taught to use:**  **noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)**  **Terminology**  Revision from Y2: noun, noun phrase  Y3: preposition  Y4: determiner | **SPAG**  Pupils should be taught to:  **develop their understanding of the concepts set out in English Appendix 2 by:**  **prepositions (e.g. *before, after, during, in, because of*) to express time, place and cause (Y3)**  **using fronted adverbials (Y4)**  indicate grammatical and other features by:  **using commas after fronted adverbials (Y4)**  Pupils should be taught to use:  **noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)**  **Terminology**  Y3: preposition, conjunction, clause, subordinate clause,  Y4: adverbial | **SPAG**  **Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)**  **Using fronted adverbials (Y4)**  **Using commas after fronted adverbials (Y4)**  **Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg the teacher expanded to the strict maths teacher with the curly hair) (Y4)**  **Terminology**  Y3: adverb, preposition, clause, subordinate clause, Y4: adverbial | **SPAG**  N/A | | **Writing**  **Writing (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  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)  in narratives, creating settings, characters and plot  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors | **Writing**  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:  organising paragraphs around a theme  in non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors | **Writing**  Draft and write by composing and rehearsing sentences orally,  progressively building a varied and rich vocabulary.  Propose changes to vocabulary, grammar and punctuation to improve it.  Read aloud their own writing to a group or whole class, using appropriate intonation and  controlling the tone and volume so that meaning is clear. | **Writing (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)  evaluate and edit by:  assessing the  effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors | **Writing**  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 non-narrative material, using simple organisational devices (e.g. headings and subheadings)   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   proofread for spelling and punctuation errors | **Writing**  **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  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors  read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | **Writing 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)  in narratives, creating settings,  **evaluate and edit by:**  **assessing the effectiveness of their own and others’ writing and suggesting improvements**  **proofread for spelling and punctuation errors**  read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | **Writing Composition**  Introduction of paragraphs as a way to group related material (Y3) Use of paragraphs to organise ideas around a theme  (Y4) Y3/4 Draft and write by: · composing and rehearsing sentences orally…progressively building a varied and rich vocabulary and an increasing range of sentence structures · organising paragraphs around a theme | **Writing Composition**  **Pupils should be taught to:**  **plan their writing by:**  **discussing similar writing 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  **Evaluate and edit by:**  **assessing the effectiveness of their own writing and suggesting improvements**  proposing changes to grammar and vocabulary to improve consistency  **Proof-read for spelling and punctuation errors**  Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear |      |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 5 & 6** | | | | | | | | | | | **Year A** | | | | | | | | | | | **Autumn** | | | **Spring** | | |  | | | | | **Opportunities for writing in wider curriculum**   * History (Stone Age to Iron Age) – diary entry, information page * Science (Electricity) - method/instructions * RE (Incarnation) - newspaper report | | | **Opportunities for writing in wider curriculum**   * Science – method/instructions | | | **Opportunities for writing in wider curriculum** | | | | | **Curriculum Links:**  RE (Incarnation) – Bethlehem poem | | | **Curriculum Links:**   * Science (Animals including Humans, Evolution & Inheritance) - Writing a non-chronological report about an animal of your choice (Everything you need to know about snakes) | | |  | | | | | **Hansel and Gretel** | **RSPB Letter** | **Bethlehem – A Christmas Poem** | **River Stories** | **Everything you need to know about snakes** | **How the Whale Became** | **Dragonology** | **Story Path** | **Animalium** | **Lost Words** | | **Elicitation Task**  Ask pupils to write the opening of the fairy tale to quickly (but enjoyably for the reader) set the scene and introduce the characters and their situation. | **Elicitation Task**  Ask children to write a letter outlining the changes they want to make and why. | **Elicitation Task**  Ask children to individually write a poem about the two pictures. | **Elicitation Task**  <https://video.link/w/NYCxd>  Watch the video of the story of fire being told above. As a class create a summarised story  board/map of the story. Discuss the fact that this is an ancient oral story passed from  generation to generation. Children choose a section of the story to write, trying to echo the style  of the story as it was told | **Elicitation Task**  Using a context familiar to the children, for example a school trip, a familiar place, a sporting event, a performance, ask the children to write three brief texts of different types. | **Elicitation Task**  Find a ‘Tinga Tinga Tale’ to watch (CBeebies animation based on African folk tales and aimed at younger children: [Tinga Tinga Tales Official - YouTube](https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw)). Pupils retell that story. They could select from a number of screenshots of the video to help structure and plan their retelling. | **Elicitation Task**  Give children a double page spread from the book with the text removed and predict what might be on each page. In pairs discuss and decide what writing might go where.  Children write the information onto the page. |  | **Elicitation Task**  Explain to the children that they are going to write a report for a book about a wide range of animals. Write the report. | **Elicitation Task**  Make a collection of natural objects to examine and talk about, e.g. fir cones, shells, pebbles, fossils, bark, bones, etc. Pupils write a poem about the object; they could collect vocabulary while completing previous tasks and refer to this. | | **Outcome**  To write a fairy tale from its “bare bones”. | **Outcome**  To write own persuasive letter about an issue of importance to each child | **Outcome**  To write a poem building the picture of a place preparing for a special event over a day/evening, with a clear contrast between busyness and tranquillity | **Outcome**  To write a story in the style of the River of Stories collection | **Outcome**  To write a hybrid text about a subject of children’s own choice or linked to cross curricular work | **Outcome**  To write a new ‘How the…’ story | **Outcome**  To write own –ology book about an area of interest | **Outcome** | **Outcome**  To write a class book about animals on Pandora | **Outcome**  To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book | | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Write a fairy tale based on the stories  explored, involving abandoned children, a lost  trail, a bad person that is tricked and a happy  ever after.  · Vary sentence lengths to change the story’s  rhythm and pace and so keep the reader  interested. Do this, for example, by…  o linking clauses with sensible  conjunctions to add more action,  information and detail in creating longer  multi-clause sentences  o expanding noun phrases with relative  clauses to help make things clear for  the reader by putting characters,  settings and actions into context  o using some short ‘matter-of-fact’  sentences to create tension, hammer a  point home or reiterate something.  · Use commas to make meaning clear for the  reader, e.g. separating items in longer lists  and/or accurately marking additional  information in parenthesis.  **Working at greater depth within the expected standard:**  · Invent a new fairy tale whose plot is satisfying and has some similarities with the models explored.  · Try to mimic Neil Gaiman’s style of storytelling, e.g. by… o sequencing sentences of varying lengths to achieve similar effects to his o using repetition of words, phrases, topics and sentence patterns to emphasise particular ideas, and to create cohesive links within and across paragraphs and sections of the story.  · Maintain this style throughout the narrative. | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Persuade using a range of devices:   * Emotive noun phrases * Adverbials to position the reader * Facts and figures to support ideas * Addressing the reader – you/your/us * Careful choice of verbs, including modals.   · Structure the letter clearly, including an opening and closing and clearly organised paragraphs.  · Use a range of conjunctions to link ideas within sentences.  **Working at greater depth within the expected standard:**  · Choose the audience for the letter and adapt vocabulary and grammatical structures to suit the register and formality. | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Write a narrative poem reflecting different aspects of preparing for a special event.  · Create contrast in atmosphere between the busy and peaceful elements of the poem.  · Use prepositional phrases and word choices to create a clear sense of place.  · Use some of the poetic devices to create images in the reader’s mind, e.g. repetition, alliteration.  **Working at greater depth within the expected standard:**  · Use a wider range of poetic devices to contrast the two atmospheres.  · Use a range of sensory images to convey sights, sounds and smells.  · Bring the two contrasting elements of the poem together with a final connecting image. | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  ·Create a myth style story related to one of the elements.  ·Innovate on a simple story structure (blueprint).  ·Include typical elements (unbelievable events/characters, unusual creatures).  ·Write with an effective storytelling voice making good use of:   * Create cohesion through the use of adverbials, to tell a complex story succinctly * A variety of verb forms (perfect, progressive, passive) * Modal verbs expressing possibility/intent * Parenthesis to add additional information.   · Use dialogue to convey character or advance the action.  **Working at greater depth within the expected standard:**  · Write an effective story linked with a different element.  · Control the variation in verb tenses and forms to maintain a consistent story telling voice effectively.  · Convey a cultural context plausibly. | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Write and present 3 linked texts, using titles, subtitles, sections, diagrams with captions etc to organise each one.  · Use precise language in expanded noun phrases including relative clauses (Y5/6)  · Use present or past tense consistently throughout writing.  · Choose verbs for precision and detail.  **Working at greater depth within the expected standard:**  · Use passive voice for formality and emphasis in non-fiction  · Across 3 or more texts, demonstrate different levels of formality through choice of person (I/you/it/they), vocabulary and style. | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Write a creation story to explain the existence/ development of an animal’s distinguishing feature(s).  · Keep the plot clear by linking ideas and events across paragraphs, e.g. by starting some with time adverbials.  · Include some passages of dialogue to help convey the characters’ personalities and priorities. Punctuate this correctly.  · Order clauses in complex sentences to achieve a particular effect.  **Working at greater depth within the expected standard:**  ·Use a range of punctuation to clarify meaning, particularly commas.  ·Make appropriate changes to language and sentence structure when writing speech to create a character’s ‘voice’.  ·Draw on Ted Hughes’ style in the original text to similarly vary sentence/paragraph starts (and lengths). | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · To write a book for a specific audience in a formal tone including the passive voice  · Use a range of punctuation to delineate extra information  · Use a range of sentence constructions and vocabulary to communicate meaning effectively  · Use layout guide the reader through the information  **Working at greater depth within the expected standard:**  · Use the subjunctive as part of the formality of the writing | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  **Working at greater depth within the expected standard:** | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · Write using complex sentences  · Use a range of punctuation to make meaning clear to the reader  · Use a range of complex sentence constructions  · Identify and explore the effect of writing in the present passive  **Working at greater depth within the expected standard:**  · Use a formal voice to present information | **Key Writing Objectives including grammar and punctuation**  **Working at the Expected Standard:**  · use appropriate poetic devices, e.g. alliteration, onomatopoeia, repetition, to create images and interesting sounds  · explain vocabulary choices and word combinations in terms of the desired effect on the reader, using terminology related to poetry  · structure poems in appropriate ways  · use punctuation to avoid ambiguity and link ideas to create clear images  · develop drafting and editing skills to fully  engage with the process of crafting poems  **Working at greater depth within the expected standard:**  · further refine vocabulary choices and ways of combining words, paying attention to the development of sound effects, e.g. assonance, rhyme, rhythm, to add nuances of meaning  · make conscious use of appropriate punctuation such as dashes and colons to clarify and emphasise meaning  · explain how choice of poetic structure intentionally contributes to meaning and emphasises a particular effect | | **SPaG**  Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  · using expanded noun phrases to convey complicated information concisely (Y5/6)  · using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5)  indicate grammatical and other features by:  · using commas to clarify meaning or avoid ambiguity in writing (Y5)  · using brackets, dashes or commas to indicate parenthesis (Y5)  Pupils should be taught to use:  · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)  · linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) (Y5) · linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6) | **SPaG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  · using expanded noun phrases to convey complicated information concisely (Y5)  · using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5)  · using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5)  Pupils should be taught to use:  · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) | **SPaG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  indicate grammatical and other features by:  - using commas to clarify meaning or avoid ambiguity in writing (Y5)  - using a colon to introduce a list and **use of semi-colons within a list** (Y6)  Pupils should be taught to use:  - linking of ideas across paragraphs using adverbials of time (e.g. *later*), **place** (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. he *had* seen her before) (Y5)  - layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6) | **SPaG**  Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  · using the passive to affect the presentation of information in a sentence (Y6)  · using the perfect form of verbs to mark relationships of time and cause (Y5/6)  · using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5)  indicate grammatical and other features by:  · using brackets, dashes or commas to indicate parenthesis (Y5) Pupils should be taught to use:  · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)  · linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) (Y5)  · linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6) | **SPaG**  · Recognise vocabulary and structures that are appropriate for formal speech and writing  · Using passive verbs to affect the presentation of information in a sentence (Y6)  · Using expanded noun phrases to convey complicated information concisely  · Using modal verbs or adverbs to indicate degrees of possibility  · Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y4) Indicate grammatical and other features by:  · Using commas to clarify meaning or avoid ambiguity in writing (Y5)  · Using brackets, dashes or commas to indicate parenthesis(Y5)  · Using dashes to mark boundaries between independent clauses(Y6)  · Linking ideas across paragraphs using a wider range of cohesive devices: 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 (Y6)  · Layout devices (e.g. headings, sub headings, columns, bullets or tables to structure text) (Yr6) | **SPaG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  · recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: *He’s your friend, isn’t he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech) (Y6)  indicate grammatical and other features by:  · using commas to clarify meaning or avoid ambiguity in writing (Y5)  Pupils should be taught to use:  · linking of ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. he *had* seen her before) (Y5) | **SPaG**  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  · recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: *He’s your friend, isn’t he?*, **or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech) (Y6)**  · using the passive to affect the presentation of information in a sentence (Y6)  ·· using expanded noun phrases to convey complicated information concisely (Y5/6)  indicate grammatical and other features by:  · using brackets, dashes or commas to indicate parenthesis (Y5)  Pupils should be taught to use:  · layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6) | **SPaG** | **SPaG**  · Use passive form of verbs to affect the presentation and information in a sentence  · Use expanded noun phrases to convey complicated information concisely  · Use brackets, dashes or commas to indicate parenthesis | **SPaG**  Develop their understanding of the concepts set out in English Appendix 2 by:  · Using expanded noun phrases to convey complicated information concisely (Yr5/6)  Indicate grammatical and other features by:  · Using commas to clarify meaning or avoid ambiguity in writing (Y5) very complex lists  · Using hyphens to avoid ambiguity (Yr6)  · Using brackets, dashes or commas to indicate parenthesis (Yr5)  · Using a colon to introduce a list (Yr6)  Pupils should be taught to use:  · Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (Y6) | | **Writing**  Pupils should be taught to: plan their writing by:  · identifying the audience for and purpose of the writing  , selecting the appropriate form and using other similar writing as models for their own  · noting and developing initial ideas, drawing on reading and research where necessary  · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  · using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by:  · assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors | **Writing**  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 (Y4); identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5)  draft and write by:  · composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y4)  · organising paragraphs around a theme (Y4); using a wide range of devices to build cohesion within and across paragraphs (Y5)  · in non-narrative material, using simple organisational devices (e.g. headings and subheadings) (Y4); using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) (Y5)  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5) evaluate and edit by:  · assessing the effectiveness of their own and others’ writing and suggesting improvements (Y4/5/)  · proposing changes to grammar and vocabulary (and punctuation (Y5) to improve consistency, including the accurate use of pronouns in sentences (Y4) to enhance effects and clarify meaning (Y5)  · ensuring the consistent and correct use of tense throughout a piece of writing (Y5)  · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (Y5)  proofread for spelling and punctuation errors (Y4/5) | **Writing**  Pupils should be taught to:  plan their writing by:  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  - noting and developing initial ideas, drawing on reading and research where necessary  - in writing narratives, considering how authors have developed characters and **settings** in what pupils have read, listened to or seen performed  draft and write by:  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  - in narratives, describing **settings,** characters and **atmosphere** and integrating dialogue to convey character and advance the action  evaluate and edit by:  - assessing the effectiveness of their own and others’ writing  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  proof-read for spelling and punctuation errors  perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | **Writing**  Pupils should be taught to: plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  · using a wide range of devices to build cohesion within and across paragraphs  evaluate and edit by:  · assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proof-read for spelling and punctuation errors | **Writing**  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  · noting and developing initial ideas, drawing on reading and research where necessary  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · using further organisational and presentational devices to structure text and to guide the reader · assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  · ensuring the consistent and correct use of tense throughout a piece of writing  · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  · proof-read for spelling and punctuation errors | **Writing**  Pupils should be taught to:  plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  · noting and developing initial ideas, drawing on reading and research where necessary  draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · in narratives, describing settings, characters and atmosphere and **integrating dialogue to convey character** and advance the action  evaluate and edit by:  · assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  · ensuring correct subject and verb agreement when using singular and plural, **distinguishing between the language of speech and writing and choosing the appropriate register**  proof-read for spelling and punctuation errors | **Writing**  Pupils should be taught to:  · plan their writing by:  identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  · noting and developing initial ideas, drawing on reading and research where necessary  draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)  evaluate and edit by:  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and **choosing the appropriate register** | **Writing** | **Writing**  · Note and develop initial ideas, drawing on reading and research where necessary  · Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · Use further organisational and presentational devices to structure text and to guide the reader  · Link paragraphs across a text using a wider range of cohesive devices.  · Propose changes to the grammar and vocabulary and punctuation to enhance effects and clarify meaning | **Writing**  Pupils should be taught to:  Plan writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own  · noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · Using further organisational and presentational devices to structure text and to guide the reader  Evaluate and edit by:  · Assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Proof-read for spelling and punctuation errors  Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |  |  | | --- | | Poetry | | Fiction | | Non Fiction |  |  | | --- | | **Number of times objectives hit** | | **1st time** | | **2nd time** | | **3rd time** | | **4th time** | | **5th time** | | | | |
| **Progression in editing** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  | National Curriculum expectations | Non-Statutory Guidance | End of year expectations | | **FS/KS1** |  |  |  | | **YR** |  | **From Development Matters**  Re-read what they have written to check that it makes sense.  *Examples of how to support this:*  Model how you read and re-read your own writing to check it makes sense. |  | | **Y1** | **From National Curriculum**  Re-read what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher   * Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. * Spell many Year 1 common exception words. * Spell many words with simple suffixes and prefixes correctly   Separate words with spaces.  Form lower-case letters in the correct direction, starting and finishing in the right place. | Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.  Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. |  | | **Y2** | **From National Curriculum**   * Make simple additions, revisions and corrections to their own writing by: * evaluating their writing with the teacher and other pupils * re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently * proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) * Read aloud what they have written with appropriate intonation to make the meaning clear * use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   **From End of KS1 TAF (2018…)**   * Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (End of KS1 EXS) * Spell many common exception words (End of KS1 EXS) | Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.  Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. |  | | **KS2** |  |  |  | | **Y3/4** | **From National Curriculum**   * Proof-read for spelling and punctuation errors * 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.   **From DES Y3 and Y4** [**Evidence Gathering Grids**](https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/evidence-gathering-grids/)   * Spell correctly words that have been previously taught, including… * common exception words from KS1; * previously taught homophones; * those with known prefixes and suffixes. * Use and spell correctly many words from the Year 3 / Year 4 spelling list. * Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. | **From National Curriculum**  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 |  | | **Y5/6** | **From National Curriculum**   * evaluate and edit by: * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural * proof-read for spelling and punctuation errors * Use dictionaries to check the spelling and meaning of words   **From DES Y5** [**Evidence Gathering Grids**](https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/evidence-gathering-grids/)   * Spell correctly words that have been previously taught, including… * common exception words from KS1; * Year 3/4 statutory words; * previously taught homophones. * Use and spell correctly many words from the year 5 / year 6 spelling list. * Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.   **From End of KS2 TAF (2018…)**   * Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. | **From National Curriculum**  Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. |  | | | | |
| Feedback Policy | | | |
| **English Marking**  **Elicitations** will be marked using a **Benchmark Crib Sheet** and will identify individual targets for that unit of working.  **Final Write** will show progress reflected on the **Benchmark Crib Sheet** where leading up to this the teacher will provide the pupil with written or oral feedback, offering guidance with a view to improving or enhancing their future performance. It will also celebrate what the pupil has achieved in relation to the unit outcomes and their individual targets.  Any comment written by the teacher should be to consolidate thinking, move learning on or encourage deeper understanding and requires a response from the child. Where peer/self-assessment is required, a blue pen/pencil is used to indicate this.  **Marking and Feedback Symbols:**   |  |  | | --- | --- | | **Marking and Feedback Symbols** | | | **G** | KS2 Guided support (Teacher or Teaching Assistant) | | **I** | KS1 Independent work completed by child | |  | Boxing up – children use boxing up to correct their own mistakes. | |  | Key words/letters identified as spelt or formed incorrectly should be written out three times in blue pen. | | Green Highlighter - Openclipart | Green highlights indicate the child has met the learning objective. | |  | Pink highlights indicate areas to improve on:   * Word/letter underlined – incorrect spelling or letter formation. * Wavy underlined – grammatical mistake/check it makes sense. * Circle – punctuation error. | |  | Yellow highlights indicate an area that a pupil is proud of and wishes to draw attention to. | | | | |