

# Finlay Community School

## Writing 2025/2026

### Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. This correlates with our whole school vision of Aspire, Belong and Achieve. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

### Our Writing Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality teaching should "teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them".

We intend for our children to become enthusiastic and motivated writers, who are confident in writing for a variety of genres. We aim for our writing lessons to provide children with the opportunities to develop: sentence structure, vocabulary, grammar and for a range of purposes. Each class has access to age-appropriate Vocabulary, Punctuation and Grammar posters which are displayed in every classroom. We want our children to be to extend their writing knowledge and be able to write confidently. We feel that this links to our SMILE values as it allows our children to develop life skills that allow them to achieve and succeed in later life.

### Reception

Autumn 1: Pencil grip, name writing, writing sounds, initial sounds, middle sounds, end sounds, CVC words, CVCC words, labels, single words

Autumn 2: Pencil grip, name writing to include last name, as above, captions, simple sentences

Spring 1: captions and post cards (lost and found)

Spring 2: Sentence writing – Stick man Animal fact files (dear zoo)

Summer 1: Narrative: Jack and the Beanstalk and The Three little pigs and Three Billy goats Gruff

## Whole School Curriculum Overview: Writing Overview

### Year 4

Autumn 1: Narrative - The Little Shoemaker, Narrative Romulus and Remus, Explanatory Text Digestive System

Autumn 2: Diary entry- Dum Spiro, Instructions - Roman Road

Spring 1: Newspaper Report 3 Little Pigs, explanation text – rivers or water cycle

Spring 2: Persuasive letter – plastic pollutions fish, Poetry – sound collect

Summer 1: Setting description Dream Giver, NCR Olympics

Summer 2: Information leaflet – Greece, recount – school experience

### Year 3

# Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder...		Once Upon a Time	Once Upon a Time / Moving on up!
Writing coverage	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds CVC words CVCC words Labels Captions Simple sentences	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds CVC words CVCC words Labels Captions Simple sentences	What is it like in space:  Whatever next: Captions.  What is it like in Antarctica? Lost and found: Postcard – penguin  What is it like in Australia – postcard.	What is it like in the forest? Stick man  What is it like at the zoo?  Dear zoo Animal fact files.	Narratives:  Jack and the Beanstalk  The Three little pigs  Three Billy goats Gruff	Narrative:  Goldilocks and the 3 bears.  Instructions: how to make porridge.  Letter to my new teacher.
Writing objectives	Children to be able to identify and write their names. Initial sounds Labelling things. CVC words.	CVC / CCVC words. Caption writing  Communication in Print	Caption writing  Communication in Print	Sequencing of the story. Rhyme Retelling of the story.	Children to use their phonics knowledge to write sentences.	Children to use their phonics knowledge to write sentences
Assessed Writing	<b>Independent writing assessment:</b> <b>How children hold a pencil.</b> <b>Fine motor skills.</b> Begin to Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy first name	<b>Independent writing assessment</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Write first name independently.	<b>Independent Writing Assessment:</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy full name from a name label	<b>Independent Writing Assessment:</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy full name from a name label	<b>Independent writing assessment:</b> Simple sentences about a chosen fairytale Write short sentences with words with known sound-letter correspondences, using a CL and full stop Begin to use CL, finger spaces and full stops in independent writing Use a CL at the beginning of a sentence and full stop at the end. Use finger spaces most of the time. Is able to write their first name and their surname	<b>Independent writing assessment:</b> Simple sentences about a chosen fairytale Write short sentences with words with known sound-letter correspondences, using a CL and full stop Begin to use CL, finger spaces and full stops in independent writing Use a CL at the beginning of a sentence and full stop at the end. Use finger spaces most of the time. Is able to write their first name and their surname

Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
	1 <sup>st</sup> September – 24 <sup>th</sup> October 7 weeks and 3 days (Inset 1/2 September)	3 <sup>rd</sup> November – 19 <sup>th</sup> December 7 weeks	5 <sup>th</sup> January – 13 <sup>th</sup> February 5 weeks and 4 days (Inset 5 <sup>th</sup> Jan)	23 <sup>rd</sup> February – 27 <sup>th</sup> March 5 weeks	13 <sup>th</sup> April – 22 <sup>nd</sup> May 5 weeks and 4 days (Bank Holiday 4 <sup>th</sup> May)	1 <sup>st</sup> June – 17 <sup>th</sup> July 6 weeks and 4 days (Inset 1 <sup>st</sup> June)
(Writing coverage	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> November – 21 <sup>st</sup> November We're going on a bear hunt (rewrite and innovate 3 weeks)	6 <sup>th</sup> January – 23 <sup>rd</sup> January The papaya that spoke (rewrite and innovate 3 weeks)	23 <sup>rd</sup> – 27 <sup>th</sup> February  World book day (Poem)  (1 week)	13 <sup>th</sup> April – 1 <sup>st</sup> May Handa's Surprise (rewrite and innovate) (3 weeks)	1 <sup>st</sup> June – 19 <sup>th</sup> June Instructions – rewrite and innovate (3 weeks)
	15 <sup>th</sup> September – 3 <sup>rd</sup> October The Little Red Hen (rewrite and innovate 3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December The gingerbread man  (rewrite and innovate 3 weeks)	26 <sup>th</sup> January – 13 <sup>th</sup> February The tiger who came to tea.  (rewrite and innovate 3 weeks)	2 <sup>nd</sup> – 13 <sup>th</sup> March In my garden poem (rewrite and innovate) (2 weeks)	5 <sup>th</sup> May – 22 <sup>nd</sup> May Recount of trip to Techniquet. (3 weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July Letter to my teacher (writing assessment) (3 weeks)
				16 <sup>th</sup> March – 27 <sup>th</sup> March The hungry Caterpillar (2 weeks) Writing assessment		
	6 <sup>th</sup> October – 24 <sup>th</sup> October The magic porridge pot (rewrite and innovate 3 weeks)	15 <sup>th</sup> December – 19 <sup>th</sup> December Writing assessment – The Gingerbread Man				
Year 2	The Great Fire of London and the Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole (Black History)	
	1 <sup>st</sup> September – 24 <sup>th</sup> October 7 weeks and 3 days (Inset 1/2 September)	3 <sup>rd</sup> November – 19 <sup>th</sup> December 7 weeks	5 <sup>th</sup> January – 13 <sup>th</sup> February 5 weeks and 4 days (Inset 5 <sup>th</sup> Jan)	23 <sup>rd</sup> February – 27 <sup>th</sup> March 5 weeks	13 <sup>th</sup> April – 22 <sup>nd</sup> May 5 weeks and 4 days (Bank Holiday 4 <sup>th</sup> May)	1 <sup>st</sup> June – 17 <sup>th</sup> July 6 weeks and 4 days (Inset 1 <sup>st</sup> June)
Writing coverage	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> November – 21 <sup>st</sup> November Newspaper report – Great Fire of London (3 weeks)	6 <sup>th</sup> January – 23 <sup>rd</sup> January Traditional tale – Goldilocks (3 weeks)	23 <sup>rd</sup> February – 6 <sup>th</sup> March  Poetry – animals (2 week)	13 <sup>th</sup> April – 1 <sup>st</sup> May Narrative - Lights on Cotton Rock (3 weeks)	1 <sup>st</sup> June – 19 <sup>th</sup> June Letter writing based on Lila running away (Firework Makers Daughter) 3 weeks

	15 <sup>th</sup> September – 3 <sup>rd</sup> October Complaint letters – Day the Crayons Quit (3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December Narrative – Mog’s Christmas (3 weeks)	26 <sup>th</sup> January – 13 <sup>th</sup> February Fact File – animals (3 weeks)	9 <sup>th</sup> March – 20 <sup>th</sup> March Persuasive Leaflet – Visit the UK (2 weeks)	5 <sup>th</sup> May – 22 <sup>nd</sup> May NCR – recount of ambulance visit/paramedic talk (3 weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July Instructional writing (Making a Tealight holder out of clay) (3 weeks)
	6 <sup>th</sup> October – 24 <sup>th</sup> October Narrative – Owl Babies (3 weeks)	15 <sup>th</sup> December – 19 <sup>th</sup> December Independent writing: Narrative – The Owl who was afraid of the dark (1 week)		23 <sup>rd</sup> – 27 <sup>th</sup> March Independent write: persuasive leaflet on a new country (1 week)		13 <sup>th</sup> July – 17 <sup>th</sup> July Letter to my new teacher (independent writing 1 week)
<b>Year 3</b>	<b>Rock and Roll! Stone Age and Iron Age</b>		<b>Deadly Disasters Extreme Earth (Fundraising for a disaster charity)</b>		<b>Navigating the Nile/ Ancient Egyptians</b>	
	1 <sup>st</sup> September – 24 <sup>th</sup> October <b>7 weeks and 3 days (Inset 1/2 September)</b>	3 <sup>rd</sup> November – 19 <sup>th</sup> December <b>7 weeks</b>	5 <sup>th</sup> January – 13 <sup>th</sup> February <b>5 weeks and 4 days (Inset 5<sup>th</sup> Jan)</b>	23 <sup>rd</sup> February – 27 <sup>th</sup> March <b>5 weeks</b>	13 <sup>th</sup> April – 22 <sup>nd</sup> May <b>5 weeks and 4 days (Bank Holiday 4<sup>th</sup> May)</b>	1 <sup>st</sup> June – 17 <sup>th</sup> July <b>6 weeks and 4 days (Inset 1<sup>st</sup> June)</b>
<b>Writing coverage</b>	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> November – 21 <sup>st</sup> November  Narrative – Retelling Stone Age boy (3 weeks)	6 <sup>th</sup> January – 23 <sup>rd</sup> January  Diary entry – in the perspective of Little Red Riding Hood (3 weeks)	23 <sup>rd</sup> February – 6 <sup>th</sup> March Formal persuasive Letter (2 weeks)	13 <sup>th</sup> April – 1 <sup>st</sup> May Narrative = Time Slip Scarab (3 weeks)	1 <sup>st</sup> June – 19 <sup>th</sup> June  Instructions for mummification (3 weeks)
	15 <sup>th</sup> September – 3 <sup>rd</sup> October Narrative – The Clock tower (3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December Newspaper report on finding a stone age artefact (3 weeks)	26 <sup>th</sup> January – 13 <sup>th</sup> February Poetry (3 weeks) Natural disasters	9 <sup>th</sup> March – 20 <sup>th</sup> March NCR - volcanoes (2 weeks)	5 <sup>th</sup> May – 22 <sup>nd</sup> May Poetry Blue Extinction by Sarisha Mehta (3 weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July Narrative – based on Moon flight (3 weeks)
	6 <sup>th</sup> October – 24 <sup>th</sup> October Persuasive advert – new bar of chocolate (3 weeks)	15 <sup>th</sup> December – 19 <sup>th</sup> December Independent writing – Newspaper report on concert. (1 week)		23 <sup>rd</sup> – 27 <sup>th</sup> March Independent write:  NCR on earthquakes / tsunamis (1 week)		13 <sup>th</sup> July – 17 <sup>th</sup> July Narrative – innovate Slip Scarab (1 weeks)
<b>Year 4</b>	<b>Rotten Romans Glorious Glevum</b>		<b>Journey to the River Sea! Come Sail with Me!</b>		<b>Ancient Greeks Olympics</b>	
	1 <sup>st</sup> September – 24 <sup>th</sup> October <b>7 weeks and 3 days (Inset 1/2 September)</b>	3 <sup>rd</sup> November – 19 <sup>th</sup> December <b>7 weeks</b>	5 <sup>th</sup> January – 13 <sup>th</sup> February <b>5 weeks and 4 days (Inset 5<sup>th</sup> Jan)</b>	23 <sup>rd</sup> February – 27 <sup>th</sup> March <b>5 weeks</b>	13 <sup>th</sup> April – 22 <sup>nd</sup> May <b>5 weeks and 4 days (Bank Holiday 4<sup>th</sup> May)</b>	1 <sup>st</sup> June – 17 <sup>th</sup> July <b>6 weeks and 4 days (Inset 1<sup>st</sup> June)</b>

<b>Writing coverage</b>	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> November – 21 <sup>st</sup> November  Diary of a Roman soldier (Dum Spiro) (3 weeks)	6 <sup>th</sup> January – 23 <sup>rd</sup> January  Newspaper report – 3 Little Pigs (3 weeks)	23 <sup>rd</sup> February – 6 <sup>th</sup> March  Persuasive letter Letter to government about plastic pollution (2 weeks)	13 <sup>th</sup> April – 1 <sup>st</sup> May  Setting description – The Dream Giver (3 weeks)	1 <sup>st</sup> June – 19 <sup>th</sup> June  Information leaflet – Tourist information Greece (3 weeks)
	15 <sup>th</sup> September – 3 <sup>rd</sup> October  Narrative – Le Petit Cordonnier (3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December Instructions – Roman Roads (3 weeks)	26 <sup>th</sup> January – 13 <sup>th</sup> February Explanation – the water cycle (3 weeks)	9 <sup>th</sup> March – 20 <sup>th</sup> March  Poetry: Sound collector or The River by Valerie Bloom (2 week)	5 <sup>th</sup> May – 22 <sup>nd</sup> May Fact file – NCR – Ancient Olympics (3 weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July  Recount of summer trip/experience (3 weeks)
	6 <sup>th</sup> October – 24 <sup>th</sup> October  Narrative – Romulus and Remus myth (3 weeks)	15 <sup>th</sup> December – 19 <sup>th</sup> December Independent Writing: Narrative – Dum Spiro rewritten with different obstacles (1 week)		23 <sup>rd</sup> – 27 <sup>th</sup> March  Independent Writing: Persuasive letter – living in a mountain (1 week)		13 <sup>th</sup> July – 17 <sup>th</sup> July  Independent Writing: Tourist leaflet on country of their choice (1 week)
<b>Year 5</b>	<b>Invaders and Settlers – Saxons, Vikings and Mayans</b>		<b>Deforestation The Rainforest – North and South America</b>		<b>Chocolate! Ancient Maya and Aztec Civilisation</b>	
	1 <sup>st</sup> September – 24 <sup>th</sup> October <b>7 weeks and 3 days (Inset 1/2 September)</b>	3 <sup>rd</sup> November – 19 <sup>th</sup> December <b>7 weeks</b>	5 <sup>th</sup> January – 13 <sup>th</sup> February <b>5 weeks and 4 days (Inset 5<sup>th</sup> Jan)</b>	23 <sup>rd</sup> February – 27 <sup>th</sup> March <b>5 weeks</b>	13 <sup>th</sup> April – 22 <sup>nd</sup> May <b>5 weeks and 4 days (Bank Holiday 4<sup>th</sup> May)</b>	1 <sup>st</sup> June – 17 <sup>th</sup> July <b>6 weeks and 4 days (Inset 1<sup>st</sup> June)</b>
<b>Writing coverage</b>	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> November – 21 <sup>st</sup> November  Narrative – Beowulf (3 weeks)	6 <sup>th</sup> January – 23 <sup>rd</sup> January  Narrative – The Alchemist (3 weeks)	23 <sup>rd</sup> February – 6 <sup>th</sup> March  Narrative – falling through the layers of the Rainforest (2 weeks)	13 <sup>th</sup> April – 1 <sup>st</sup> May  Persuasive letter – Drayton Manor (3 weeks)	1 <sup>st</sup> June – 19 <sup>th</sup> June  Narrative – The day of the dead (3 weeks)
	15 <sup>th</sup> September – 3 <sup>rd</sup> October  Narrative – The wish granter (3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December NCR – Anglo Saxons (3 weeks)	26 <sup>th</sup> January – 13 <sup>th</sup> February  Informal letter – The Alchemist (3 weeks)	9 <sup>th</sup> March – 20 <sup>th</sup> March  Balanced argument – deforestation (2 weeks)	5 <sup>th</sup> May – 22 <sup>nd</sup> May  Poetry: Chocolate theme (3 weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July  Explanation: How do we age? (3 weeks)

	6 <sup>th</sup> October – 24 <sup>th</sup> October Diary entry – The wish granter (3 weeks)	15 <sup>th</sup> December – 19 <sup>th</sup> December Independent Write: NCR – space and the solar system (1 week)		23 <sup>rd</sup> – 27 <sup>th</sup> March  Independent Write: (1 week) Informal letter – The Alchemist (Veridian writes a letter to his daughter)		13 <sup>th</sup> – 17 <sup>th</sup> July Independent Write: Rewrite Day of the Day narrative – changing some of their original plot / elements. (1 week).
Year 6	We'll Meet Again! World War 2		Ice Explorers Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Writing coverage	1 <sup>st</sup> September – 24 <sup>th</sup> October 7 weeks and 3 days (Inset 1/2 September)	3 <sup>rd</sup> November – 19 <sup>th</sup> December 7 weeks	5 <sup>th</sup> January – 13 <sup>th</sup> February 5 weeks and 4 days (Inset 5 <sup>th</sup> Jan)	23 <sup>rd</sup> February – 27 <sup>th</sup> March 5 weeks	13 <sup>th</sup> April – 22 <sup>nd</sup> May 5 weeks and 4 days (Bank Holiday 4 <sup>th</sup> May)	1 <sup>st</sup> June – 17 <sup>th</sup> July 6 weeks and 4 days (Inset 1 <sup>st</sup> June)
	3 <sup>rd</sup> September – 12 <sup>th</sup> September  Summer recount (1 week and 3 days)	3 <sup>rd</sup> – 21 <sup>st</sup> November  NCR – The Blitz (3 weeks)	6 <sup>th</sup> – 23 <sup>rd</sup> January  Narrative – Francis Drake (3 weeks)	23 <sup>rd</sup> February – 6 <sup>th</sup> March  Poetry (2 weeks) – Aurora Borealis	13 <sup>th</sup> April – 1 <sup>st</sup> May  Description of the three witches (Macbeth) – 3 weeks	1 <sup>st</sup> June – 19 <sup>th</sup> June  Fable: The Fountain of Fair Fortune (3 weeks)
	15 <sup>th</sup> September – 3 <sup>rd</sup> October  Narrative – Alma (3 weeks)	24 <sup>th</sup> November – 12 <sup>th</sup> December  Narrative – Flashback stories The Christmas Truce (3 weeks)	26 <sup>th</sup> January – 6 <sup>th</sup> February  Diary entry – Francis Drake’s point of view (2 weeks)	9 <sup>th</sup> March – 20 <sup>th</sup> March  Biography: Ernest Shackleton (2 weeks)	4 <sup>th</sup> – 15 <sup>th</sup> May  SATS – NO WRITING	22 <sup>nd</sup> – 26 <sup>th</sup> June  Independent Write: Fable: The Fountain of Fair Fortune
	6 <sup>th</sup> – 17 <sup>th</sup> October  Explanatory text – Circulatory System (2 weeks)	15 <sup>th</sup> – 19 <sup>th</sup> December  Independent Write: NCR The Blitz (1 week)	9 <sup>th</sup> – 13 <sup>th</sup> February  Independent Write: Diary entry – Francis Drake’s point of view (1 week)	23 <sup>rd</sup> – 27 <sup>th</sup> March  Independent Write: Biography: Ernest Shackleton (1 week)		29 <sup>nd</sup> June – 17 <sup>th</sup> July Persuasive argument – residential trip (3 week)
	20 <sup>th</sup> – 24 <sup>th</sup> October Independent Write: Alma (1 week)				18 <sup>th</sup> – 22 <sup>nd</sup> May  Independent Write: Description of the three witches (1 week)	

# Long Term Plan – Writing

*The intent of the writing long term plan is to ensure there is coverage of a range of different text types over a year, a key stage, and the school. The colours of each text type show the purpose of the writing.*

*This document should be used in conjunction with: writing progression document outlining knowledge and skills from the National Curriculum, Progression of GPS and Progression within Text Types document.*

Entertain	Inform	Persuade	Explain
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	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder...		Once Upon a Time	Once Upon a Time / Moving on up!
Writing coverage	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds CVC words	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds CVC words	What is it like in space:  Whatever next: Captions.  What is it like in Antarctica? Lost and found: Postcard – penguin	What is it like in the forest? Stick man  What is it like at the zoo?  Dear zoo Animal fact files.	Narratives:  Jack and the Beanstalk  The Three little pigs  Three Billy goats Gruff	Narrative:  Goldilocks and the 3 bears.  Instructions: how to make porridge.

	CVCC words Labels Captions Simple sentences	CVCC words Labels Captions Simple sentences	What is it like in Australia – postcard.			Letter to my new teacher.
<b>Writing objectives</b>	Children to be able to identify and write their names. Initial sounds Labelling things. CVC words.	CVC / CCVC words. Caption writing  Communication in Print	Caption writing  Communication in Print	Sequencing of the story. Rhyme Retelling of the story.	Children to use their phonics knowledge to write sentences.	Children to use their phonics knowledge to write sentences
<b>Assessed Writing</b>	<b>Independent writing assessment:</b> <b>How children hold a pencil.</b> <b>Fine motor skills.</b> Begin to Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy first name	<b>Independent writing assessment</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Write first name independently.	<b>Independent Writing Assessment:</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy full name from a name label	<b>Independent Writing Assessment:</b> How children hold a pencil. Fine motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy full name from a name label	<b>Independent writing assessment:</b> Simple sentences about a chosen fairytale Write short sentences with words with known sound- letter correspondences, using a CL and full stop Begin to use CL, finger spaces and full stops in independent writing Use a CL at the beginning of a sentence and full stop at the end. Use finger spaces most of the time. Is able to write their first name and their surname	<b>Independent writing assessment:</b> Simple sentences about a chosen fairytale Write short sentences with words with known sound-letter correspondences, using a CL and full stop Begin to use CL, finger spaces and full stops in independent writing Use a CL at the beginning of a sentence and full stop at the end. Use finger spaces most of the time. Is able to write their first name and their surname
<b>Year 1</b>	<b>Finlay Toy Factory</b>		<b>Where oh Where is Finlay Bear</b>		<b>The Great Space Race</b>	
<b>Writing coverage</b>	The Little Red Hen (imitate 3 weeks)	Where going on a bear hunt (rewrite and imitate 3 weeks)	The papaya that spoke (rewrite and imitate 3 weeks)	In my Garden (poem)  World book day (Poem)	Handa Surprise (rewrite and imitate 3 weeks)	Instructions
	The magic porridge pot  (imitate 3 weeks)	The gingerbread man (rewrite and imitate 3 weeks) (Writing assessment)	The tiger who came to tea. The papaya that spoke (rewrite and imitate 3 weeks)	The hungry Caterpillar (writing assessment)	Recount of trip to techniques.	Letter to my teacher (writing assessment)
<b>Year 2</b>	The Great Fire of London and the Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole (Black History)	



Writing coverage	Summer recount (1 week 3 days)	Newspaper report – Great Fire of London (3 weeks)	Traditional tale – Goldilocks (3 weeks)	Poetry – animals (2 week)	Narrative - Lights on Cotton Rock (3 weeks)	Letter writing based on Lila running away (Firework Makers Daughter) 3 weeks
	Complaint letters – Day the Crayons Quit (3 weeks)	Narrative – Mog’s Christmas (3 weeks)	Fact File – animal (3 weeks)	Persuasive Leaflet – Visit the UK (2 weeks)	NCR – recount of ambulance visit/paramedic talk (3 weeks)	Instructional writing (Making a Tealight holder out of clay) (3 weeks)
	Narrative – Owl Babies (3 weeks)	Independent writing: Narrative – The Owl who was afraid of the dark (1 week)		Independent write: persuasive leaflet on a new country (1 week)		Letter to my new teacher (independent writing 1 week)
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters Extreme Earth (Fundraising for a disaster charity)		Navigating the Nile/ Ancient Egyptians	
Writing coverage	Summer recount (1 week 3 days)	Narrative – Retelling Stone Age boy (3 weeks)	Diary entry – in the perspective of Little Red Riding Hood (3 weeks)	Formal persuasive Letter (2 weeks)	Narrative = Time Slip Scarab (3 weeks)	Instructions for mummification (3 weeks)
	Narrative – The Clock tower (3 weeks)	Newspaper report on finding a stone age artefact (3 weeks)	Poetry (3 weeks) Natural disasters	NCR - volcanoes (2 weeks)	Poetry Blue Extinction by Sarisha Mehta (3 weeks)	Narrative – based on Moon flight (3 weeks)
	Persuasive advert – new bar of chocolate 3 weeks)	Independent writing – Newspaper report on concert (1 week)		Independent writing – NCR earthquakes / tsunamis (1 weeks)		Independent Writing – Narrative – innovate Slip Scarab (1 weeks)
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Writing coverage	Summer recount (1 week 3 days)	Diary of a Roman soldier (Dum Spiro) (3 weeks)	Newspaper report – 3 Little Pigs (3 weeks)	Persuasive letter Letter to government about plastic pollution (2 weeks)	Setting description – The Dream Giver (3 weeks)	Information leaflet – Tourist information Greece (3 weeks)
	Narrative – Le Petit Cordonnier (3 weeks)	Instructions – Roman Roads (3 weeks)	Explanation – the water cycle (3 weeks)	Poetry: Sound collector or The River by Valerie Bloom (2 weeks)	Fact file – NCR – Ancient Olympics (3 weeks)	Recount of summer trip/experience (3 weeks)

	Narrative – Romulus and Remus myth (2 weeks)	Independent Writing: Narrative – Dum Spiro rewritten with different obstacles (1 week)		Independent Writing: Persuasive letter – living in a mountain (1 weeks)		Independent Writing: Tourist leaflet on country of their choice (1 week)
<b>Year 5</b>	<b>Invaders and Settlers – Saxons, Vikings and Mayans</b>		<b>Deforestation The Rainforest – North and South America</b>		<b>Chocolate! Ancient Maya and Aztec Civilisation</b>	
<b>Writing coverage</b>	Summer recount (1 week 3 days)	Narrative – Beowulf (3 weeks)	Narrative – The Alchemist (3 weeks)	Narrative – falling through the layers of the Rainforest (3 weeks)	Persuasive letter – Drayton Manor (3 weeks)	Narrative – The day of the dead (3 weeks)
	Narrative – The wish granter (3 weeks)	NCR – Anglo Saxons (3 weeks)	Informal letter – The Alchemist (3 weeks)	Balanced argument – deforestation (2 weeks) Check the order of geography lessons and move if needed	Poetry: Chocolate theme (3 weeks)	Explanation: How do we age? (3 weeks)
	Diary entry – The wish granter (3 weeks)	Independent Write: NCR – space and the solar system (1 week)		Independent Write: Informal letter – The Alchemist: Veridian writes a letter to his daughter (1 week)		Independent Write Rewrite Day of the Day narrative – changing some of their original plot / elements. (1 week).
<b>Year 6</b>	<b>We'll Meet Again! World War 2</b>		<b>Ice Explorers Arctic and Antarctica</b>		<b>Let Me Entertain You! History of Entertainment</b>	
<b>Writing coverage</b>	Summer recount (1 week 3 days)	NCR – The Blitz/Battle of Britain (3 weeks)	Narrative – Francis Drake story (3 weeks)	Poetry (2 weeks) – Aurora Borealis	Description of the three witches (Macbeth) – 3 weeks	Fable: The Fountain of Fair Fortune (3 weeks)
	Narrative – Alma (3 weeks)	Narrative – Flashback stories (The Christmas Truce) (3 weeks)	Diary entry – Francis Drake point of view (2 weeks)	Biography: Ernest Shackleton (2 weeks)	Independent Write: Description of the three witches (1 week)	Independent Write: Fable: The Fountain of Fair Fortune (1 week)
	Explanatory text – Circulatory System (3 weeks)	Independent Write: NCR on The Blitz (1 week)	Independent Write: Narrative – Diary entry –	Independent Write: Biography (1 week)		Persuasive argument – residential (3 weeks)

	Independent Write: Alma (1 week)		Francis point of view (1 week)			
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**Progression of Knowledge, Skills and Understanding in the National Curriculum**

- **Spelling programme links with National Curriculum aims**

## Read Write Inc. Spelling Year 2

### Curriculum in England matching chart

National Curriculum English programmes of study Year 2	Read Write Inc. Spelling
<b>Reading – word reading</b>	
<b>Pupils should be taught to:</b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b>Pupils should be taught to:</b>	
Spell by:	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including <del>ment</del> , <del>ness</del> , <del>ful</del> , <del>less</del> , <del>ly</del> .	<i>Practice Book 2B</i> Unit 13: Adding the suffix <del>ment</del> (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix <del>ness</del> 1 (p.19) and adding the suffix <del>ness</del> 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <del>ful</del> (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix <del>less</del> (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix <del>ly</del> (p.20).
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the <del>gpcs</del> , common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

English Appendix 1: Spelling Year 2 content	Read Write Inc. Spelling
The /dʒ/ sound spelt as <del>ge</del> and <del>dge</del> at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The j sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <del>c</del> .
The /n/ sound spelt <del>kn</del> and (less often) <del>gn</del> at the beginning of words.	Year 2A Unit 6 The n sound spelt <del>kn</del> and <del>gn</del> .
The /r/ sound spelt <del>wr</del> at the beginning of words.	Year 2B Unit 1 The r sound spelt <del>wr</del> .
The /l/ or /ə/ sound spelt <del>le</del> at the end of words.	Year 2B Unit 8 Words ending in <del>le</del> .
The /l/ or /ə/ sound spelt <del>el</del> at the end of words.	Year 2B Unit 9 Words ending in <del>el</del> .
The /l/ or /ə/ sound spelt <del>al</del> at the end of words.	Year 2B Unit 10 Words ending in <del>al</del> .
Words ending <del>il</del> .	Year 2B Special Focus 3 Words ending in <del>il</del> and words where s makes the <del>zh</del> sound.
The /a/ sound spelt <del>y</del> at the end of words.	Year 2A Unit 7 The <del>igh</del> sound spelt <del>y</del> .
Adding <del>es</del> to nouns and verbs ending in <del>y</del> .	Year 2B Unit 15 Adding the suffix <del>es</del> (where the root word ends in <del>y</del> ).
Adding <del>ed</del> , <del>ing</del> , <del>er</del> and <del>est</del> to a root word ending in <del>y</del> with a consonant before it.	Year 2A Unit 13 Adding the suffix <del>ed</del> (2) (swapping <del>y</del> for <del>i</del> ). Year 2B Unit 3 Adding the suffixes <del>er</del> or <del>est</del> (2) (swapping <del>y</del> for <del>i</del> ).
Adding the endings <del>ing</del> , <del>ed</del> , <del>er</del> , <del>est</del> and <del>y</del> to words ending in <del>e</del> with a consonant before it.	Year 2A Unit 4 Adding the suffix <del>y</del> (2) (to words ending in <del>e</del> ). Year 2A Unit 9 Adding the suffix <del>ing</del> (2) (to words ending in <del>e</del> or <del>ie</del> ). Year 2A Unit 14 Adding the suffix <del>ed</del> (3) (dropping <del>e</del> to add <del>ed</del> , and revision of doubling final consonant and swapping <del>y</del> for <del>i</del> ). Year 2B Unit 2 Adding the suffixes <del>er</del> or <del>est</del> (1) (words where no change is needed; words ending in <del>e</del> ).

## Read Write Inc. Spelling Years 3–4 Curriculum in England matching chart

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) ( <u>adding</u> suffixes beginning with a vowel)
The /ɪ/ sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <u>i</u> sound spelt with the letter <b>y</b>
The /ʌ/ sound spelt <u>ou</u>	Year 4 Special focus 1 The short <u>u</u> sound spelt <b>ou</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b> Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b> Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b> Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-</b> , <b>in-</b> , <b>mis-</b> and <b>dis</b> Year 4 Unit 12 ( <u>ix-</u> ) Adding <b>ix-</b> to words beginning with <b>r</b>
The suffix <u>-ation</u>	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix <u>-ly</u>	Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)

	Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in <b>-ture</b> Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix <u>-ous</u>	Year 3 Unit 3 Adding the suffix <b>-ous</b> Year 4 Unit 7 Words ending in <b>-ous</b>
Endings which sound like /ʃən/, spelt <u>-tion</u> , <u>-sion</u> , <u>-ssion</u> , <u>-cian</u>	Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b> ) Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b> ) Year 4 Unit 13 Adding the prefix <b>super-</b> Year 4 Unit 14 Adding the prefix <b>sub-</b>
Words with the /k/ sound spelt <u>ch</u> (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt <u>ch</u> (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Words ending with the /g/ sound spelt <u>-gue</u> and the /k/ sound spelt <u>-que</u> (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt <u>sc</u> (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt <u>ei</u> , <u>eigh</u> or <u>ey</u>	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei</b> , <b>eigh</b> , <b>ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years <u>3 and 4 word</u> list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

## Read Write Inc. Spelling Years 5–6 Curriculum in England matching chart

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
<b>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

(See Handbook p.49 for match to [Programme of study Year 5/6: Writing – transcription objectives.](#))

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt <del>-cious</del> or <del>-tious</del> .	Year 5 Unit 10 Words ending in <del>shus</del> spelt <del>-cious</del> Year 5 Unit 11 Words ending in <del>shus</del> spelt <del>-tious</del>
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in <del>shul</del> spelt <del>-cial</del> or <del>-tial</del>
Words ending in <del>-ant</del> , <del>-ance</del> / <del>-ancy</del> , <del>-ent</del> , <del>-ence</del> / <del>-ency</del> .	Year 5 Unit 6 Words ending in <del>-ent</del> Year 5 Unit 7 Words ending in <del>-ence</del> Year 5 Unit 9 Words ending in <del>-ant</del> , <del>-ance</del> and <del>-ancy</del>
Words ending in <del>-able</del> and <del>-ible</del> .	Year 5 Unit 2 Words ending in <del>-ible</del> Year 5 Unit 3 Words ending in <del>-able</del>
Words ending in <del>-ably</del> and <del>-ibly</del> .	Year 5 Unit 5 Words ending in <del>-ibly</del> and <del>-ably</del> Year 6 Unit 10 Words ending in <del>-ible</del> and <del>-able</del>
Adding suffixes beginning with vowel letters to words ending in <del>-fer</del> .	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt <del>ei</del> after c.	Year 5 Unit 8 The <del>ee</del> sound spelt <del>ei</del> Year 6 Unit 9 The spellings <del>ei</del> and <del>ie</del>
Words containing the letter-string <del>ough</del> .	Year 5 Special focus 1 Words that contain the letter-string <del>ough</del> Year 6 Special focus 1 Words containing the letter-string <del>ough</del>
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b> Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years <a href="#">5 and 6 word</a> list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus <a href="#">4</a> (Orange words) Year 6 Special focus <a href="#">5</a> (Orange words) Year 6 Special focus <a href="#">7</a> (Orange words)

# Progression of Knowledge, Skills and Understanding in the National Handwriting

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pick up writing equipment and draw freely	Enjoy drawing freely.	Form lower-case and capital letters correctly.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined.	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
	Write some letters accurately.	Write recognisable letters, most of which are correctly formed (ELG).	Forms capital letters.	Uses spacing between words that reflects the size of the letters.	Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.	Decides, as part of their personal style, whether or not to join specific letters.	Decides, as part of their personal style, whether or not to join specific letters.



			Form digits 0-9.	Forms lower-case letters of the correct size relative to one another.	Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
			Sits correctly at a table, holding a pencil comfortably and correctly.	Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined			Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).	Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).
			Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.					

## Progression of Knowledge, Skills and Understanding in the National Curriculum

# Composition

0–3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shipping list that starts at the top of the page; write 'm' for mummy.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Sequences sentences to form short narratives.	Plans or says out loud what they are going to write about.	Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.	Organises paragraphs around a theme: paragraphs/ sections help to organise content.	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	Write some or all of their name.	Re-read what they have written to check that it makes sense.	Re-reads what they have written to check that it makes sense.	Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.	In non-narrative material uses simple organisational devices – eg headings and sub headings	In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	
		Write simple phrases and sentences that can be read by others (ELG).	Says out loud what they are going to write about.	Proof-reads to check for errors in spelling, grammar and punctuation.	Proof reads for spelling and punctuation errors.	Proof-reads for errors in spelling and punctuation.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.

			Composes a sentence orally before writing it.	Encapsulates what they want to say, sentence by sentence.	Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Ensures the consistent and correct use of tense throughout a piece of writing.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
			Discusses what they have written with the teacher or other pupils.	Writes down ideas and/or key words, including new vocabulary.	Discusses and records ideas	Discusses and records ideas.	Proof-reads for errors in spelling and punctuation.	Ensures the consistent and correct use of tense throughout a piece of writing.
			Reads aloud their writing clearly enough to be heard by their peers and the teacher.	Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.	Makes notes and develops initial ideas, drawing on reading and research where necessary.	Proof-reads effectively for spelling and punctuation errors.
				Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.	Assesses the effectiveness of their own and others' writing and suggests improvements.	When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	Makes notes and develops initial ideas, drawing on reading and research where necessary

				Reads aloud what they have written with appropriate intonation to make the meaning clear	Assesses the effectiveness of their own and others' writing and suggests improvements.	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
					Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proofreads for errors in spelling and punctuation.	Attempts to précis longer passages.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
					Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.	Uses a wide range of devices to build cohesion within and across paragraphs.	Integrates dialogue to convey character and advance the action.
							Assesses the effectiveness of their own, and others' writing.	Can shape and précis longer passages to adapt material appropriately for selected form.

							Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Uses a wide range of devices to build cohesion within and across paragraphs.
							Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
								Assesses the effectiveness of their own and others' writing.

								Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
								Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Vocabulary, grammar and punctuation

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Capital letter for their name	Capital letters for the beginning of sentences	Capital letters for the beginning of sentences	All of Year 1 plus;	All of Year 2 plus;	All of Year 3 plus;	All of Year 4 plus	All of Y5 plus;

	Lower case letters used for the rest of their name	Knowledge of lower case and upper case	Full stops at the end of sentences	Adjective – a describing word		Prefix - re, dis, mis, in, il, ir, sub, inter, super, anti, auto, bi	Suffix - fer	hyphens
		Full stops at the end of sentences	? used at the end of questions	Adverb – a word that gives more information about an adjective, verb or another adverb	Suffix - ly	Suffix – ion, sion, ous, tion, ssion, cian ation	Relative clause	Ellipses
		Clear finger spaces between words	! used for exclamations	Verb – a doing or being word	Determiners ‘a’ or ‘an’	Standard English	Parenthesis	Colons and semi colons
			Know that a sentence has a capital letter at the start and a full stop, ! or ? at the end.	Noun – a person, place, object or thing	Word families	Non-standard English	Relative pronoun	Bullet points
			Singular = one	Noun phrase	Coordinating conjunctions	Fronted adverbials		Synonym and antonym
			Plural = more than one	4 types of sentences; command, exclamation, question, statement	Subordinating conjunctions	Pronouns		Active and passive voice
			Suffix – ing and ed	Compound words	Prepositions	Possessive pronouns		Formal and informal phrases
				Past tense	Inverted commas	Determiners		
				Present tense	Main clause	Modal verbs		
				Progressive tense	Subordinate clause			
				Apostrophes for contractions				
				Commas for lists				
				Suffix – er, est, ness, ment				

# Progression in Genres

## Non-Fiction Progression Plan

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Finlay Community School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and other pupils</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary</li> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher and other pupils <b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write</li> <li>Write down ideas/key words including new vocabulary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Encapsulate what they want to say sentence by sentence</li> <li>Write narratives about personal experiences and those of others</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Read aloud what they have written so that the meaning is clear</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>Organise paragraphs around a them</li> <li>Create settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>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</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research, where necessary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>Precis longer passages</li> <li>Use a range of device to build cohesion within and between paragraphs</li> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and very agreement when using singular and plural</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</b></p>



Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0–9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>	<p>Writing legibly, fluently and with increased speed</p> <p>Choosing writing style for the task</p>

Instructions – Writing to Inform			Purpose		Types
<p>Rules and procedures, whose aim is to ensure that something is done properly.</p> <p>This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.</p>			<p>To tell how to do or make something</p> <p>To give information on how to complete a task</p> <p>To describe a process in chronological order</p>		<p>DIY Manual</p> <p>Sewing or Knitting Pattern</p> <p>Recipe</p> <p>Science Experiment</p> <p>Instructions and Packaging</p>
Year Group	Text Organisation	Vocabulary	Sentence Features	Grammatical Features	Punctuation
Reception	<p>Oral retelling of how to make and do something</p> <p>Simple sentence containing imperative verb at the start spoken and then written</p>	<p>1, 2, 3, 4, 5</p> <p>First, then, next</p>	<p>Use of simple sentence structures.</p>	<p>Nouns and verbs correct</p>	<p>Capital letter and full stop</p>
Year 1	<p>Title or Goal</p> <p>List of Equipment/Materials</p> <p>Numbered Steps</p>	<p>1, 2, 3, 4, 5</p> <p>First, next, after, then, finally</p> <p>Cut, move, fold, stir, colour, paint, glue, measure, draw</p>	<p>Use of simple sentence structures.</p> <p>Imperative verbs to start sentences</p> <p>Lists</p>	<p>Noun</p> <p>Imperative verbs</p> <p>Present tense verbs</p> <p>Adjectives</p> <p>Time conjunctions to show chronological order</p>	<p>Spaces to separate words</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p>
Year 2	<p>Goal – outline statement about what will be achieved</p> <p>Sequenced steps to achieve the goal</p> <p>Diagrams and illustrations to support the process</p>	<p>First of all, To start with, Firstly, Lastly</p> <p>Carefully, Gently, Accurately. Slowly, Softly</p>	<p>Imperative verbs used for clarity</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p>	<p>Noun and noun phrase</p> <p>Progressive verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Adding ‘er’ and ‘est’ to show comparisons in adjectives</p> <p>Third person</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>

Year 3	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined Tips and suggestions embedded in the text	Afterwards, after that, to begin with, begin by, secondly, the next step is,  With slow movement, with a quick pull, try to	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using simple subordinating conjunctions: when, if, as	Adverbs of time Adverbs of place Adverbs of manner Nouns and pronouns used for increasing clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials for time, place and manner	Apostrophes to mark singular and plural possession Commas in a list Commas beginning to be used after fronted adverbials
Year 4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid...	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using the full range of subordinating conjunctions (AWHITEBUS)	Adverbs of time Adverbs of place Adverbs of manner Adverbs to frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions including more advanced subordinating conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials for time, place, manner and frequency Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas used consistently after fronted adverbials Inverted commas if using quotations Brackets to add information
Year 5	Instructions for more complex processes	Don't forget to... Be careful of... Don't worry about... Concentrate on... At this point...	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons to begin a list Semi-colons
Year 6	Instructions for more complex processes	Whilst that is... Focus on... Try to ensure that... When you do, don't... I would suggest... It is highly recommended that... Many people at this stage...	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active with control for effect	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs to indicate possibility and certainty.	Brackets Dashes Colons to begin a list and to join two clauses Semi-colons

				Text changes according to the text type with increasing authorial control	
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Recount – Writing to Inform and Entertain			Purpose	Types	
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.			To retell events in time order. To give an account of an event or experience To write in chronological order	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal	
Year Group	Text Organisation	Vocabulary	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	First, Then After I liked I did not like	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	First Next After Finally The best part was The worst part was I liked I disliked	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Title Introduction to give an understanding of what they text will be about Concluding paragraph to summarise Some links between sentences and paragraphs to navigate the reader Paragraphs organised around key events	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using simple subordinating conjunctions: when, if, as	Adverbs of time Adverbs of place Adverbs of manner Nouns and pronouns used for increasing clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect	Apostrophes to mark singular and plural possession Commas in a list Commas beginning to be used after fronted adverbials Inverted commas if using quotations

	Elaboration within paragraphs begin to develop: description, action and feelings			Fronted adverbials for time, place and manner First and third person	
Year 4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Later on Before long At that very moment At precisely When this was complete I was gripped by I felt overwhelmed when I was personally affected by This has changed how I feel about	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using the full range of subordinating conjunctions (AWHITEBUS)	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5	Developed introduction and conclusion to include personal responses Paragraphed events, which are increasingly more detailed and engaging chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash, Presently Meanwhile In conclusion The overall experience was	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Some modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons to begin a list Semi-colons in an extended list
Year 6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	They are unusually They are rarely They are never They are increasingly Generally Be careful if you Frequently, they will I will attempt to This article will frame It can be difficult to Each paragraph More than half Less than half A large majority	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active with control for effect	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs to show certainty and possibility Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons to begin a list and to join two clauses Semi-colons to join two clauses

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Non-chronological Report – Writing to Inform		Purpose		Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article	
Year Group	Text Organisation	Vocabulary	Sentence Features	Grammatical Features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	A... is... It is	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	... are ... is They are... The different... There is a... There are... These can be grouped	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	They like to They can It can Like many I am going to There are two sorts of They live in The... have... but the... have	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

Year 3	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	The following report They don't It doesn't Sometimes Often Most	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using simple subordinating conjunctions: when, if, as  Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Beginning to use commas after fronted adverbials Inverted commas if using quotations
Year 4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Appropriate subheadings used to organise information	This report will This report aims to The following information Usually Normally Even though Despite the fact As a rule	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using the full range of subordinating conjunctions (AWHITEBUS)  Sentences contain more than one clause using coordination and subordination and are correctly punctuated	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 6	Introduction and conclusion begin to provide detail and give cohesion to the piece Subheadings and bullet points are used to develop the organisation Introductory sentence for each paragraph gives the main idea	The purpose of this report/article is to... The information presented will Some experts believe This article is designed to Many specialists consider Firstly I will It can be difficult ... will enable you to understand Unlike Despite Although Like many	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length to develop cohesion  Use of passive and active  Some comparative sentences used	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Some modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons to begin a list Semi-colons in an extended list
Year 6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullet points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	The main purpose of this report is to offer a considerable insight into The information outlined in this report aims to They are unusually They are never Generally It is advised that you are careful if Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half An increasing majority	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length to support cohesion for the reader  Use of passive and active with control for effect  Comparative sentences used	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs to show certainty and possibility Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons to begin a list and to join two clauses Semi-colons to join two clauses

		The minority Less than half			
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Explanation – Writing to Explain			Purpose		Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.			To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order		Encyclopaedia entry technical manual science investigation question and answer section
Year Group	Text Organisation	Vocabulary	Sentence Features	Grammatical Features	Punctuation
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion		Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Use of subheading to navigate the reader		Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using simple subordinating conjunctions: when, if, as  Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Nouns and pronouns used for increasing clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials for time, place and manner Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas beginning to be used after fronted adverbials

Year 4	<p>Clear introduction and conclusion</p> <p>Paragraphs organised around a topic or process</p> <p>Description of parts</p> <p>Increasingly more detailed explanation of how or why something happens</p> <p>Further detail of the process</p> <p>Use of more appropriate subheading to navigate the reader</p>		<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses using the full range of subordinating conjunctions (A WHITE BUS)</p> <p>Sentences contain more than one clause using coordination and subordination and are correctly punctuated</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to frequency</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions including more advanced subordinating conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials for time, place, manner and frequency</p> <p>Implied second person</p> <p>Standard English</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas used consistently after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets to add information</p>
Year 5	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullet points enhance the organisation</p> <p>Description of the phenomenon is developing technicality and accuracy</p>		<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to develop cohesion</p> <p>Use of passive and active</p> <p>Some comparative sentences used</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to frequency</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Text changes according to the text type</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons to begin a list</p> <p>Semi-colons to separate items in an extended list</p>
Year 6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullet points enhance the organisation</p> <p>Description of the phenomenon is technical and accurate</p>		<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion for the reader</p> <p>Use of passive and active with control for effect</p> <p>Sentences are generalised to categorise the information</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to frequency</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs to indicate possibility and certainty.</p> <p>Text changes according to the text type with increasing authorial control</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons to begin a list and to join two clauses</p> <p>Semi-colons to join two clauses</p>



Persuasive – Writing to Persuade and Entertain			Purpose		Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.			To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article
Year Group	Text Organisation	Vocabulary	Sentence Features	Grammatical Features	Punctuation
Year 1	Posters and Letters using key language features	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	Use of simple sentence structures. Use of time conjunctions at the start	Noun Present tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Posters and Letters using key language features	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Introduction and conclusion Paragraphs organised around key ideas Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using simple subordinating conjunctions: when, if, as  Rhetorical questions  Fact and opinion  Some emotive language	Adverbs of time Adverbs of place Adverbs of manner Nouns and pronouns used for increasing clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials for time, place and manner First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas beginning to be used after fronted adverbials

Year 4	<p>Clear introduction and conclusion</p> <p>Paragraphs organised around key ideas/subject and issue</p> <p>Use of subheading to navigate the reader</p> <p>Topic sentences to navigate the paragraph</p>	<p>I believe that</p> <p>It seems to me that</p> <p>It is clear that</p> <p>Is it any wonder that</p> <p>Furthermore</p> <p>As I see it</p> <p>Tremendous</p> <p>I implore you to consider</p> <p>Extremely significant</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>In summary</p> <p>The evidence presented</p> <p>Have you ever thought about...?</p> <p>Do you think that...?</p> <p>Fed up with...?</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses using the full range of subordinating conjunctions (A WHITE BUS)</p> <p>More advanced rhetorical questions</p> <p>Turning opinion into fact</p> <p>Emotive language</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>First and third person</p> <p>Standard English</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>
Year 5	<p>Introduction and conclusion provide detail and begin to give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments are well-constructed</p> <p>Viewpoint of the writer is evident at times</p>	<p>It appears that...</p> <p>There can be no doubt that</p> <p>It is critical that..</p> <p>Fundamentally</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I cite, for example</p> <p>I would draw your attention to</p> <p>I would refer to</p> <p>On the basis of the evidence presented</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be</p> <p>Take a moment to</p> <p>Isn't it time to</p> <p>Worried about...?</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to develop cohesion</p> <p>Use of passive and active</p> <p>Some comparative sentences used</p> <p>Writer begins to use concession and condescension to impact the reader</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to frequency</p> <p>Modifiers used occasionally to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are increasingly controlled and precise</p> <p>Tense changes according to the purpose</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons to begin a list</p> <p>Semi-colons to separate items in an extended list</p>
Year 6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments are well-constructed</p> <p>Viewpoint of the writer is evident throughout</p>	<p>It strikes me that</p> <p>It is evident that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>It has become increasingly apparent that</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this argument is that</p> <p>On reflection</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion for the reader</p> <p>Use of passive and active with control for effect</p> <p>Concession and condescension are used to impact the reader</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to frequency</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Tense changes according to the purpose</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs to indicate possibility and certainty.</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons to begin a list and to join two clauses</p> <p>Semi-colons to join two clauses</p>

		Contrary to what others believe Just think how It is worth considering that Now you can	Sentences are generalised to categorise the information		
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Balanced Argument – Writing to Inform and Discuss				Purpose	Types
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.				To present arguments and information from different viewpoints To show for and against	Write up of a debate Newspaper Article Leaflet giving balance argument Essay
Year Group	Text Organisation		Sentence Features	Grammatical Features	Punctuation
Year 5/6	<p>Introduction and conclusion provide detail and attempt to give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments on both sides are used</p> <p>Formal language is used to show a balanced viewpoint</p>	<p>Consequently As a result Therefore Essential On the other hand However In addition One of the main arguments is Many people believe that Some people argue that Other people think that</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to develop cohesion</p> <p>Use of passive and active</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to frequency Modifiers used occasionally to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are increasingly controlled and precise Tense changes according to the purpose Fronted adverbials Implied second person Use of modal verbs Reported speech as well as direct speech Abstract nouns</p>	<p>Brackets Dashes Colons to begin a list Semi-colons to separate items in an extended list</p>

	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments on both sides are well-constructed</p> <p>Formal language is used throughout to show a balanced viewpoint</p>	<p>Hence Subsequently Since Imperative Alternatively In comparison Nevertheless Moreover Furthermore Nobody can deny that There is no doubt that Despite the fact that It can be argued that Evidence suggests that After considering the arguments on both sides To conclude my balanced argument</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion for the reader</p> <p>Use of passive and active with control for effect</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to frequency Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Tense changes according to the purpose Fronted adverbials Implied second person Use of modal verbs to indicate possibility and certainty. Reported speech as well as direct speech Abstract nouns</p>	<p>Brackets Dashes Colons to begin a list and to join two clauses Semi-colons to join two clauses</p>
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Narrative – Writing to Entertain		Purpose			Types
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge			Narrative types are developed throughout the school
Year Group	Narrative Styles/Organisation	Vocabulary	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Once upon a time  Happily ever after  The end	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	Year 1 ambitious vocabulary used  Range of size adjectives used: big, small  Range of colour adjectives used: red, blue	Use of simple sentence structures. Size adjectives <b>big, small, enormous big, bigger, biggest</b> Emotion adjectives <b>sad, angry, cross, happy</b> Pronouns <b>I, she, he, they</b> Prepositions <b>up, down, into, out, to, onto</b> Time references <b>once upon a time, one day, happily ever after</b>	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
	Clear beginning and end using story language e.g. Once upon a time, One day, In the end.  Ideas grouped together in chronological order  Problem and simple resolution	Range of emotion words used: sad, angry, cross  Pronouns: I, she, he, they  Conjunctions: and, but, then  Prepositions: up, down, in, into, out, to, onto  Time conjunctions: first, then, next  Once upon a time			

		<p>One day</p> <p>Happily ever after</p>			
Year 2	<p>Adventure</p> <p>Fables</p> <p>Humorous</p> <p>Dilemmas</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time conjunctions: after, after that, at that moment, by the next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p> <p><b>Story Language</b></p> <p><b>Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Story Starters</b> by the next morning, one day, as soon as</p> <p><b>Story Endings</b> in the end, at the end of the day</p> <p><b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Noun and noun phrase</p> <p>Progressive verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>Third person</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
	<p>Sentences written in chronological order indicated by time words</p> <p>Characters and setting are described in detail</p> <p>Paragraphing for a change of time or place</p> <p>Trigger event followed by a series of events and a conclusion</p> <p>Correct use of pronoun Peter and Jane, they</p>				
Year 3	<p>Sci-fi</p> <p>Dilemmas</p> <p>Traditional/Fairy stories</p> <p>Myths</p> <p>Familiar settings</p>	<p>Year 3 ambitious vocabulary used</p> <p>Conjunctions: also, therefore, after, just then, furthermore, nevertheless, on the other hand, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p><b>Story Language</b></p> <p><b>Simile and Metaphor</b> ...as small as a mouth... ...strong like a bull...</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>
	<p>Time and place referenced at the start of each sentence</p> <p>Characters are introduced and who, what, when, where and why are established</p> <p>Story flows well and raises doubt and suspense</p> <p>There is a clear complication and events, which are paragraphed throughout</p> <p>Cohesion throughout</p>		<p>He was a walking encyclopaedia.</p> <p>Her tears were a river flowing down her face.</p> <p><b>Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Accurate Action Verbs</b> pushed, rushed, shoved</p> <p><b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Fronted adverbials</p> <p>Implied second person</p>	

Year 4	<p>Adventure Mystery Historical Legends Fantasy</p>	<p>Year 4 ambitious vocabulary used</p> <p>Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses <b>Story Language</b> <b>Simile and Metaphor</b> ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <b>Adverbs for Frequency or Subtlety</b> often, seldom, exactly, suspiciously, craftily <b>Conjunctions to add information</b> moreover, furthermore, in addition, in due course <b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p>
	<p>Links between opening and resolution</p> <p>Links between paragraphs help to link one idea to the next</p> <p>Paragraphs organised correctly to build up to key events</p>				
Year 5	<p>Historical Science-fiction Humorous Myths Fantasy Other cultures Classics</p>	<p>Year 5 ambitious vocabulary</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length <b>Simile and Metaphor</b> ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <b>Adverbs for Frequency or Subtlety</b> often, seldom, exactly, suspiciously, craftily <b>Repetition</b> The boys ran and ran until they could run no more. <b>Personification</b> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Brackets Dashes Colons Semi-colons</p>
	<p>Opening and resolution shape the story</p> <p>Paragraphs varied in length and structure</p>				
Year 6	<p>Adventure Flashbacks Mystery Science-fiction Other cultures</p>	<p>Year 6 ambitious vocabulary</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length <b>Active and Passive</b> They removed the ring from the drawer. The ring was removed from the drawer. <b>Modifiers for intensity</b></p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs</p>	<p>Brackets Dashes Colons Semi-colons</p>
	<p>The story is well constructed and raises intrigue</p>				

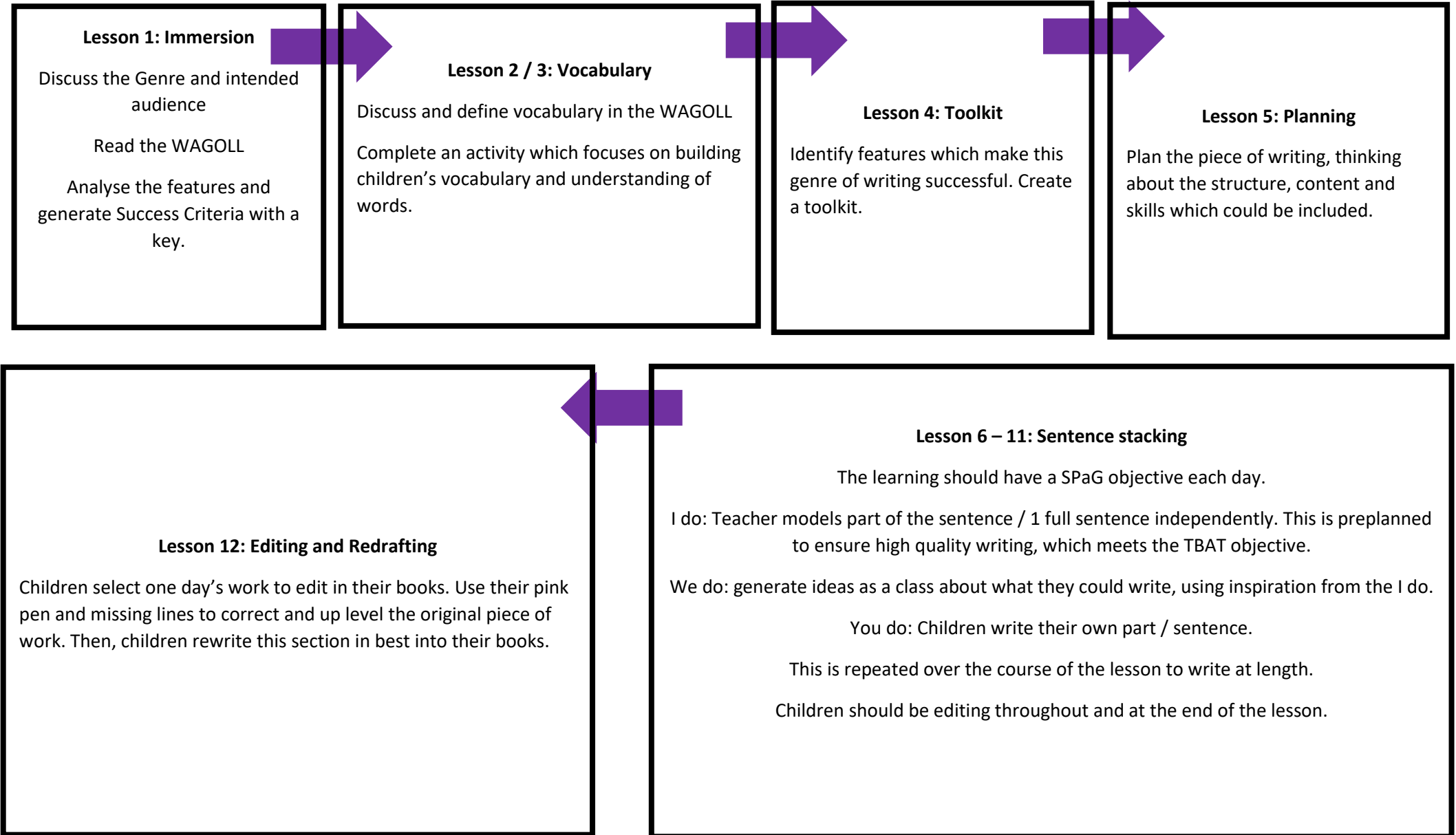
	Dialogue is used to move the action on or to heighten empathy for a character  Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text		insignificant amount, exceptionally, recently, evidently <b>Repetition</b> The boys ran and ran until they could run no more. <b>Personification</b> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	Text changes according to the text type	
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Poetry – Writing to Entertain		Purpose		Types	
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Poetry types are developed throughout the school	
Year Group	Poetry Styles	Sentence Features		Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.		Nouns and verbs correct	Capital letter and full stop
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists		Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles	Simple adverbs to express how to do an action Noun phrases to describe		Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding ‘er’ and ‘est’ to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Acrostics Modern verse Similes Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses		Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

Year 4	Observational free verse Classics Narrative Clerihews Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Riddles Acrostic poems	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons
Year 6	Modern verse Performance poetry Narrative	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Variation in sentence length  Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons



# The Structure of a Unit of Writing



# Lesson Plan Proforma



## Finlay Community School Weekly Plan

### Writing

<b>WB:</b>	<b>Genre:</b>	<b>Focus for the text:</b>	<b>Writing purpose:</b>  <b>Intended Audience:</b>
<b>Vocabulary to share with the children:</b>	<b>Success Criteria:</b>	<b>Evaluation over the course of the sequence:</b>	

Day and Date	TBAT	Pre-teaching	Teach it – whole class input	Use of TA	Child’s independent task	Review it	Intervention
Lesson 1: Immersion							
Lesson 2: Planning							
Lesson 3: Writing							
Lesson 4: Writing							
Lesson 5: Writing							
Lesson 6: Writing							

Lesson 7: Writing							
Lesson 8: Editing and redrafting							

# Completed Lesson Plan

## Finlay Community School Weekly Plan

### Writing – Year 4



<b>WB:</b> Summer 1 Week 1 and 2	<b>Genre:</b> Fiction Setting Description	<b>Focus for the text:</b> Setting Description of the Dream Giver	<b>Writing purpose:</b> To entertain (Narrative)  <b>Intended Audience:</b> Children			
<b>Vocabulary to share with the children:</b> Opulent Peaceful Deserted Abandoned Isolated Uninhabited Desolate Derelict Orphanage Speckled Freckled Noiseless Eerie Unnerving Menacing Dragonfly-like Ominous Alarming Hovering	<b>Success Criteria:</b> Ambitious vocabulary Expanded noun phrases Similes – his wings were transparent and fluttered like those of a dragonfly. Fronted adverbials – time, manner, place Conjunctions Subordinate clauses Relative clauses	<b>Evaluation over the course of the sequence:</b>  The table below will be filled in over the course of the unit to highlight strengths in writing, and examples to share, as well as common misconceptions/ things to be improved.				
		<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>	<b>Lesson 7</b>

Soaring Winged creature Almost-transparent Unaware Impending						
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Day and Date	TBAT	Pre-teaching	Teach it – whole class input	Use of TA	Child's independent task	Review it	Intervention
Lesson 1: Immersion	TBAT Unpick the features of a setting description	Read the setting description with identified children and discuss unknown vocabulary. Find examples of adjectives and fronted adverbials and highlight these to support the class activity	<p>Watch Dream Giver animation. Explain to the children we are going to be describing the setting – right up to spiral. Watch the clip once. Watch a second time, pausing intermittently for the children to write vocabulary down on scrap paper/whiteboards. Spend 20 minutes as a class discussing vocabulary and allow children to build a word bank which is recorded in their books.</p> <p>Read the WAGOLL together. Discuss key features of the text: Fronted adverbials Adjectives Similes Conjunctions Expanded noun phrases. Create a key and highlight these.</p>	TA to support HAPS – extend vocabulary with a focus on figurative language	<p>Children to record word bank in their exercise books</p> <p>Children to highlight WAGOLL to find key features</p>	Create Success Criteria to use in writing	Develop language with those who are unsure of word meanings. Use picture of orphanage, outside and the Dream Giver and come up with powerful words and phrases which can be used throughout the writing process.
Lesson 2: Planning	TBAT Plan a Setting Description	Discuss key events of the setting using printed pictures. Place in correct order.	<p><b>Children to respond to marking in purple pen.</b></p> <p>Ask the children who can remember what happened in the beginning of the</p>	TA to work with pre-teach group to place events in chronological order, discussing each picture in detail.	Children to independently create their plan using pictures, sentences and key vocabulary on a double page spread.	Share vocabulary for each picture and give children the opportunity to magpie in purple pen.	<p>Children to work with a TA to edit their work if required based on marking.</p> <p>Intervention for any pupils who were away to be able to plan before the session.</p>

			<p>Dream Giver clip. Use Think, Pair, Share</p> <p>Watch the clip again</p> <p>Give the children pictures of the key stages of the clip up to the spiral. Ask them to cut them and stick them in order in their books.</p> <p>Model the planning process: under each picture, write down a sentence to describe what is happening. Then add adjectives, verbs, similes and fronted adverbials that you can use in that section.</p>	<p>TA to scribe for the group of lower attaining pupils to create a plan which can be used for writing.</p>			
Lesson 3: Writing	TBAT Use Expanded Noun Phrases	<p>Focus for writing: It is night time. The washing is hanging on the line waiting to dry and the church is sat peacefully watching over the town. The Dream Giver, holding an orange sack, swoops over the town, heading towards the orphanage.</p> <p>Discuss the pictures again and recap some language</p>	<p><b>Children to respond to marking in purple pen</b></p> <p>Ask the children who can remember what happened in the very beginning of the story. Ask the children to refer to their plans. Watch the clips for the very first few seconds, then stop.</p> <p>Explain to the children that we are using Expanded Noun Phrases today. Think, pair, share to discuss what these are. Model expanded noun phrases and ask the children to come up with three on their boards that you can use in your shared writing.</p> <p>Shared write together:  <i>As the sun had set on the abandoned, nearly-uninhabited town, all was still. All was silent. Not a sound could be heard in the night sky. The washing hung limply on the line,</i></p>	<p>TA to helicopter during input to ask challenging questions or to scaffold whilst pupils are coming up with expanded noun phrases.</p> <p>TA to scribe on flipchart whilst teacher is modelling thinking, consciously modelling the writing process e.g. where to put punctuation etc.</p>	<p>Children to independently write paragraph one</p> <p>Word bank to be provided as a scaffold to LAPS.</p> <p>Work with targeted pupils.</p>	<p>Children to share their writing at the end. Allow children 5 minutes to edit and upskill.</p>	<p>Work with children to edit and upskill writing based on marking if required.</p>

			<p><i>swaying gently in the breeze. The church steeple stood tall, guarding over the lonely town. Out of nowhere, a crisp swoosh cut through the air like a knife, and a distant humming could be heard.</i></p>				
Lesson 4: Writing	TBAT Use Fronted Adverbials for Manner	<p>Focus for writing: The Dream Giver arrives at the orphanage and slowly opens the wooden window, watching the children sleep. He looks outside the orphanage and checks the sign, which says 2655 Kenzington Avenue. He ticks this off in his notebook.</p> <p>Discuss the pictures again and recap some language</p>	<p><b>Children to respond to marking in purple pen</b></p> <p>Ask the children who can remember what happened next in the story? Where did the Dream Giver go? How did he know he had arrived? What was the orphanage like? Ask the children to refer to their plans. Watch the clips for the relevant section.</p> <p>Explain to the children that we are using Fronted Adverbials for manner. Think, pair, share to discuss what these are. Model fronted adverbials for manner and ask the children to come up with three on their boards that you can use in your shared writing.</p> <p>Shared write together: <i>The unnerving creature swooped, high and low, his wings fluttering frantically. Without any further hesitation, the mysterious specimen arrived at the abandoned orphanage. Gently, he prized open the wooden window, peering in as the children slept. Without making a sound, he reached into his orange</i></p>	<p>TA to helicopter during input to ask challenging questions or to scaffold whilst pupils are coming up with fronted adverbials for manner.</p> <p>TA to scribe on flipchart whilst teacher is modelling thinking, consciously modelling the writing process e.g. where to put punctuation etc.</p>	<p>Children to independently write paragraph two</p> <p>Fronted adverbial word bank to be provided as a scaffold to LAPS.</p> <p>Work with targeted pupils.</p>	<p>Children to share their writing at the end. Allow children 5 minutes to edit and upskill.</p>	<p>Work with children to edit and upskill writing based on marking if required.</p>



			<i>sack, and pulled out a leather-bound notebook.</i>				
Lesson 5: Writing	TBAT Use Fronted Adverbials for Place	<p>Focus for the writing: He then moves to a boy's bed and cracks the egg onto a story book. From out of the pages, a space man, wearing a helmet, emerges and starts flying around the room.</p> <p>He cracks the egg onto some sports cards, which are on another boy's bed. Lots of baseball players arise, who then start playing a match.</p> <p>More and more eggs disappear as the Dream Giver makes a young boy dream about a Jazz band known as 'The True Blues'. Discuss the pictures again and recap some language</p>	<p><b>Children to respond to marking in purple pen</b></p> <p>Ask the children who can remember what happened next in the story? What did the Dream Giver do when he arrived inside? What was in his sack? What did they look like? Ask the children to refer to their plans. Watch the clips for the relevant section.</p> <p>Explain to the children that we are using Fronted Adverbials for place. Think, pair, share to discuss what these are. Model fronted adverbials for place and ask the children to come up with three on their boards that you can use in your shared writing.</p> <p>Shared write together: <i>Inside the unloved, unkempt orphanage, several boys and girls slept, almost unaware that the ambiguous creature was now inside. Standing next to the little boy's bed, the Dream Giver reached into his threadbare sack, which was now glowing an illuminous shade of orange. Sitting on the bed, careful to not awake the boy, the winged-beast reached inside and removed an opulent, delicate egg.</i></p>	<p>TA to helicopter during input to ask challenging questions or to scaffold whilst pupils are coming up with fronted adverbials for place.</p> <p>TA to scribe on flipchart whilst teacher is modelling thinking, consciously modelling the writing process e.g. where to put punctuation etc.</p>	<p>Children to independently write paragraph three</p> <p>Word bank to be provided as a scaffold to LAPS.</p> <p>Work with targeted pupils.</p>	<p>Children to share their writing at the end. Allow children 5 minutes to edit and upskill.</p>	<p>Work with children to edit and upskill writing based on marking if required.</p>
Lesson 6: Writing	TBAT Use Subordinating	Focus for the writing:	<b>Children to respond to marking in purple pen</b>	TA to helicopter during input to ask challenging	Children to independently write paragraph four	Children to share their writing at the end.	Work with children to edit and upskill writing based on marking if required.

	Conjunctions (AWHITEBUS)	<p>He flutters quietly inside the orphanage, with his stick and orange sack, and lands next to a small boy's bed.</p> <p>He then moves to a boy's bed and cracks the egg onto a story book. From out of the pages, a space man, wearing a helmet, emerges and starts flying around the room.</p> <p>He cracks the egg onto some sports cards, which are on another boy's bed. Lots of baseball players arise, who then start playing a match.</p> <p>More and more eggs disappear as the Dream Giver makes a young boy dream about a Jazz band known as 'The True Blues'.</p> <p>Discuss the pictures again and recap some language</p>	<p>Ask the children who can remember what happened next in the story What did the Dream Giver crack his egg onto? What did the young boy dream of? Ask the children to refer to their plans. Watch the clips for the relevant section.</p> <p>Explain to the children that we are using subordinating conjunctions. Think, pair, share to discuss what these are. Model subordinating conjunctions and ask the children to come up with three on their boards that you can use in your shared writing. <i>The mysterious creature moved stealthily across the room, whilst trying hard not to land on the creaking floorboards beneath him. He settled upon the next boy's bed, before taking another egg and cracking it over the pages of a much-loved story book. Suddenly, a man wearing a space helmet emerged from the book, who then started to whoosh through the air.</i></p>	<p>questions or to scaffold whilst pupils are coming up with subordinating conjunctions</p> <p>TA to scribe on flipchart whilst teacher is modelling thinking, consciously modelling the writing process e.g. where to put punctuation etc.</p>	<p>Word bank to be provided as a scaffold to LAPS.</p> <p>Work with targeted pupils.</p>	<p>Allow children 5 minutes to edit and upskill.</p>	
Lesson 7: Writing	TBAT Use Relative Clauses	<p>Focus for the writing: A little boy begins to fidget and knocks one of the glowing eggs off the bed. The golden syrup lands on a book. The book is open on a chapter called 'Chantico', which means shadow serpent.</p>	<p><b>Children to respond to marking in purple pen</b></p> <p>Ask the children who can remember what happened next in the story. What page did the syrup land on? What did Chantico mean? What happened after the syrup soaked into the page of the book? Ask</p>	<p>TA to helicopter during input to ask challenging questions or to scaffold whilst pupils are coming up with relative clauses</p> <p>TA to scribe on flipchart whilst teacher is modelling thinking, consciously modelling the writing</p>	<p>Children to independently write paragraph four</p> <p>Word bank to be provided as a scaffold to LAPS.</p> <p>Work with targeted pupils.</p>	<p>Children to share their writing at the end. Allow children 5 minutes to edit and upskill.</p>	<p>Work with children to edit and upskill writing based on marking if required.</p>

		<p>Dream Giver continues to spread the dream dust before realising the open book is turning golden. He flutters over.</p> <p>A golden dust cloud emerges from the pages of the story book, sending the Dream Giver flying backwards.</p> <p>A purple spiral twists and turns as the spaceman, who is stunned, hovers and watch</p> <p>Discuss the pictures again and recap some language</p>	<p>the children to refer to their plans. Watch the clips for the relevant section.</p> <p>Explain to the children that we are using relative clauses. Think, pair, share to discuss what these are. Model relative clauses and ask the children to come up with two on their boards that you can use in your shared writing.</p> <p><i>Feeling restless, the young boy, who was tucked up in bed, tossed and turned, unaware that the delicate egg was still resting on his duvet. Without warning, the egg fell onto the open book, which lay beneath the bed. The liquid inside, which was orange and magical, oozed out covering the page. The book was open on a chapter called Chantico, which means Shadow Serpent.</i></p>	process e.g. where to put punctuation etc.			
<p>Lesson 8: Editing and redrafting</p> <p>(Planned towards end of the unit)</p>	TBAT Edit and Improve my writing	Pre-teach the focus objective for the editing session.	<p>This week, we have focussed on fronted adverbials for manner and place, expanded noun phrases, subordinating conjunctions and relative clauses.</p> <p>We are going to go through our writing and see if these objectives can be added in in other pieces of work where it wasn't our TBAT.</p> <p>Model: Take modelled write 1. Our focus for this lesson was</p>	TA to take a targeted group of pupils out and teach in a small group	<p>Children to independently edit their writing, focussing a paragraph at a time.</p> <p>Use a timer.</p> <p>Provide children with editing checklist.</p>	Swap books then with a partner and provide some focussed feedback.	

			<div>expanded noun phrases. First of all, let's read it and see if we can upskill any vocabulary. Now let's see if we can add in any fronted adverbials for either manner or place. Model restructuring sentences and how to lay this out.</div>				
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# WAGOLLS

A high quality WAGOLL should be used in every genre. Lessons should introduce the genre, things you expect to see in it, a whole class read and then identifying skills.

The purpose of the WAGOLL is to expose children to what the text type should look like. It should be laid out in the correct way, and showcase the key genre features.

It should also include examples of the sentence level, SPaG objectives that you are covering over the unit so children can see how these can be used effectively.

The WAGOLL should be pitched to the highest attaining pupil in your class. Scaffolding such as pre-teaching should be used to ensure that lower attaining pupils can access it and they understand the vocabulary that is being used.

Laid out of a double page spread.

## Vocabulary

*Alma*

*In the stillness of the early morning haze, graceful, pearly-white snowflakes danced through the sky and settled on the streets below. Hidden in the desolate streets, a shop stood quietly in the cold air. It watched carefully as a young girl ambled unceremoniously down its path. Unaware of the nearby predator, the girl, who was called Alma, continued down the tight alleyway. All of a sudden, she skidded to a halt as her eyes were drawn towards a peculiar looking wall. The wall was illustrated with the names of boys and girls, each carefully scribbled in white chalk - some large, some small, some straight, some crooked. As she stood at the wall, staring at each and every signature, Alma's face curved into a smile. She picked up a little stump of chalk that rested on the stone floor below the wall.*

*"How did this get here?" she muttered under her breath, with delight.*

*Before she knew it, she had etched her name, 'Alma', onto the gray canvas. Alma took a deep breath and gazed up at her name adoringly, drapping the chalk back on to the floor. At that moment, an eerie metallic creak pierced the silence of the winter's day. Alma no longer felt alone and was suddenly compelled to turn around ...*

*There it stood. A doll. Not just any doll. It was an identical image of herself: the pale pink quilt, the rosy cheeks, the small button nose, and the gray bobble hat sat upon its head. It stood proudly behind a dusty window in an old run-down shop, which Alma was sure had been empty just a few minutes earlier. She felt a frosty chill shoot down her spine, yet this chill had nothing to do with the cold weather. Alma's feet were pulled towards the window, where the doll had just appeared, by an undeniable urge to find out why this doll was there. Alma took in every inch of the identical doll's body and face; her eyes wide and her mouth, frozen open. She looked down in disbelief at her own clothes once more, in turn taking her eyes off the doll for just a split second, but when she looked back up towards the window once again, the doll was gone ...*

*Frantically, Alma pressed her face up against the grubby window, desperately searching for another glance of the doll. Where did it go? Her heart was pounding violently inside her chest. After a few seconds of searching, Alma could see her twin perched on a stand in the centre of the shop. Without a second thought, Alma - anxious and confused - lunged at the frozen door handle, desperate to unlock it so that she could investigate this strange doll more closely. After many failed attempts, the door remained locked. Feeling determined, she tried once more, still she had no luck. Disappointed, Alma threw a snowball at the door and stormed off. Behind her, a bell chimed and the slow creak of an old hinge echoed. As her heart pounded in her chest, she sprinted to the slightly ajar door, which was inviting her in. Mesmerised by the unusual surroundings, she wandered inside.*

*A smile crept across her face as she gazed around the doll-covered shelves. Just then, she saw her. Alma began to reach up towards the doll, tearing her mitten off with her teeth as she did so to give herself more grip. She stretched and she stretched, standing tall on her tiptoes, gripping on to the shelf below with her hand, causing other dolls to tragically tumble down on to the floor. She reached out to touch the doll but a ringing bell distracted her. Blocking her way, a small boy in a brown suit lay inadvertently at her feet, pedalling manically. Placing him upright, his bike raced towards the door - which Alma was certain she had left open. Nevertheless, she turned to reach for her mitten, only to discover that it had once again moved. How was this happening? Was this a simple game of hide and seek? With little effort, she found it again! There it was, balanced upon a high shelf amongst other porcelain dolls. Impatiently, Alma raced over and scrambled up mountains of chairs, dolls and shelves in order to be tall enough to reach the doll.*

*Finally, the moment Alma had been waiting for - she stretched out her hand and touched the face with the tips of her fingers. Everything turned blank. Everything was still. Frozen. Lifeless. Her entire body melted away as though devoured by an unknown black abyss. Disoriented, her eyes flickered open. As her eyes shook from left to right, she came to the realisation that she was trapped inside the doll. Trembling, she watched as thousands of beady eyes awoke. She was the newest member of this death trap. On the outside, she was calm. Content. However, on the inside, her hands shook, her heart pounded and sweat poured. All eyes were suddenly distracted by the appearance of yet another doll, of the next unwilling victim, standing in the shop window. Would the next victim be as foolish as she was? Would the next victim become one of them? Only time would tell ...*

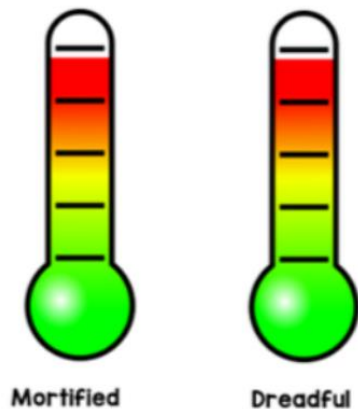
As part of Lesson 2 and 3, time should be spent generating vocabulary that can be used within the writing.

Start by unpicking the WAGOLL – identifying high-level words and writing their meanings.

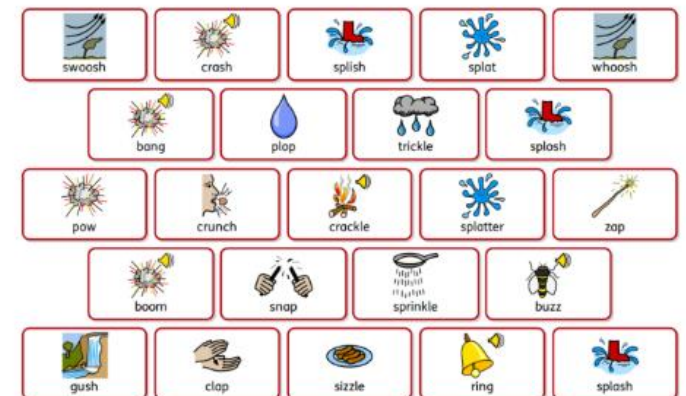
There should then be a separate vocabulary building activity which helps children to generate new words for their future writing.

Some examples of activities are:

- Synonym snap
- Vocabulary grab
- Shades of meaning
- Select and reject
- Vocabulary bullseyes
- Word banks
- Good but could be better



Which onomatopoeic words can we use to describe the sound of the whale in the water?



## Toolkit

A lesson to zoom in more on the genre's key features before writing.

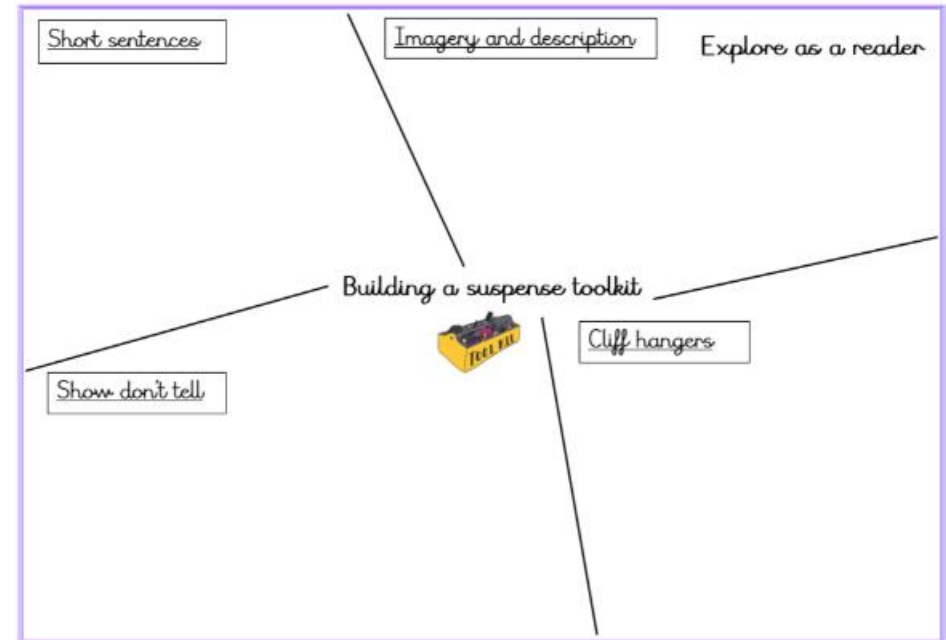
What makes this writing successful? Lead with a key question.

- How has tension been built?

- How has the author created a clear picture of the setting?
- How have you been persuaded?
- How have you been informed?
- How is action shown?

Start by using the WAGOLL and then build upon with own examples.

A toolkit is then produced to bank these ideas.



## Planning

Planning is an essential part of the writing process.

This is a chance for children to explore their ideas, language, grammar features and content.

Planning should be modelled to the children and actively referred to when you are shared writing in the next part of the journey so children know how to use a plan.

Planning can take on different formats.

Planning should be done straight into books where possible.



Diary Entry Planning Sheet (one day)		Check
Paragraph 1 Brief introduction (set the scene)		Thoughts Feelings
Paragraph 2 Events from morning + lunch		Thoughts Feelings
Chronological Order! First, next, then, later, early that morning, later that day, at dusk, as darkness fell		
Paragraph 3		Thoughts

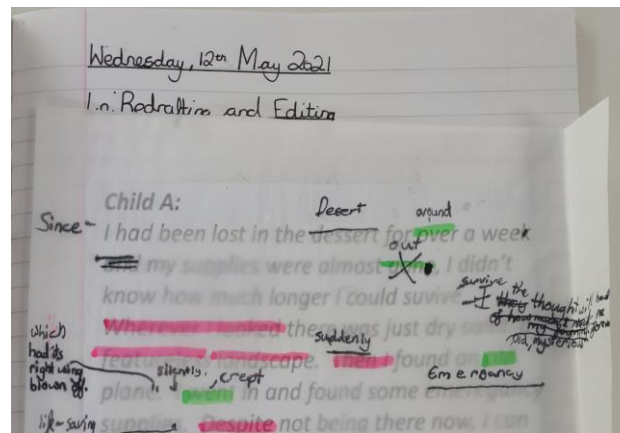
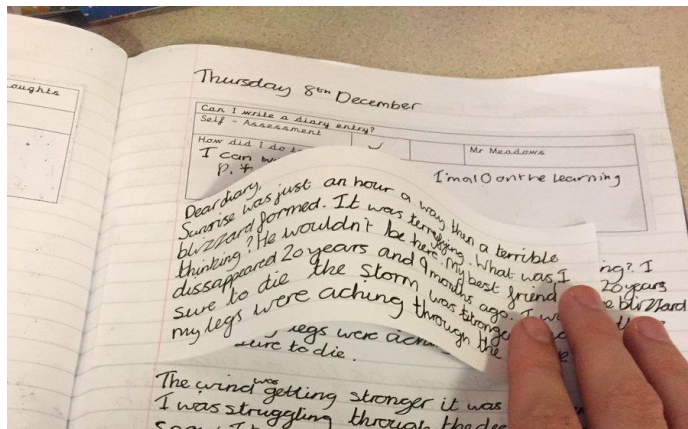
Discussion Writing	
Use the discussion template to plan your writing	
Write your discussion title here	
For	Against
Point 1	Point 1
Point 2	Point 2
Point 3	Point 3
Point 4	Point 4

# Editing and Redrafting

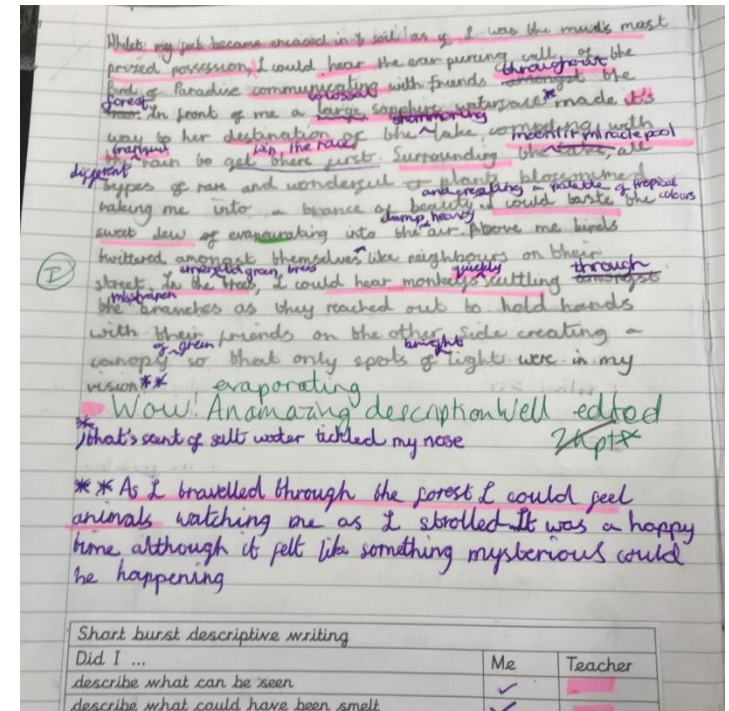
This lesson should be responsive to the learning that has taken place

It could involve editing a whole piece of writing or just a section

The skill of editing will need teaching.







# Interventions

What might pre-teaching include?

- ✓ Generating vocabulary for the upcoming lesson
- ✓ Reading the WAGOLL – the relevant paragraph or the whole thing depending on the lesson and discussing meaning and decoding
- ✓ Bullet pointing key ideas for writing for the relevant paragraph

- ✓ Sharing examples of the TBAT and explaining what it is – e.g. Fronted Adverbials – and creating own mini word banks to support the main lesson and whole class discussion

What might same day intervention/ keep up not catch up intervention include?

- ✓ Response to marking
- ✓ Redrafting of key ideas
- ✓ Supporting editing to include TBAT

Other interventions to support the writing process:

- ✓ Write from the start
- ✓ Fine motor interventions
- ✓ Handwriting intervention
- ✓ Precision teaching for spelling
- ✓ Hold a sentence/ Colourful semantics

## Independent Writing and Assessing Writing

Independent writing activities will be carried out every term.

The context and genre for this is outlined on the long term plan.

This should take 4 lessons: 1 planning, 3 writing with editing to be included throughout.

This will be recorded in a separate book (writing portfolios)

These will be assessed termly using the writing checklists.

The writing lead will collect a random sample of books in termly.

Independent writing assessment: <b>How children hold a pencil.</b> <b>Fine motor skills.</b> Begin to Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s Copy full name from a	Independent writing assessment: simple sentences to describe	Independent writing assessment: Biography of King Charles II	Independent writing assessment: Descriptive writing: new room for Charlie and the Chocolate Factory	Independent writing assessment: Roman myth narrative – Jupiter and the Bee	Independent writing assessment: Diary entry – Wish granter from Literacy Shed video	Independent writing assessment: Letters of complaint about something else	Independent writing assessment <b>low children hold a pencil.</b> <b>Fine motor skills.</b> orm lowercase and apital letters correctly pell words by Jentifying sounds and rriting the sound with he letter/s ins: full name from a	Independent writing assessment: Description of favourite toy	Independent writing assessment: Narrative linked to a Christmas tale	Independent writing assessment: A letter from another character from Charlie and the Chocolate factory to thank Willy Wonka	Independent writing assessment: Non Chronological Report Roman Legacy	Independent writing assessment: Non Chronological report – Vikings	Independent Writing Assessment: Non Chronological Report – Life for children during WW2
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Year 1 Writing Assessment Checklist – Working At the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:						
To write sentences in order to create short narratives and non-fiction texts.						
To use some features of different text types (although these may not be consistent).						
To reread their writing to check that it makes sense and make suggested changes.						
To use adjectives to describe.						
To use simple sentence structures.						
To use the joining word (conjunction) 'and' to link ideas and sentences.						
Has an awareness of:	Capital letters for names, places, the days of the week and the personal pronoun 'I'.					
	Finger spaces.					
	Full stops to end sentences.					
	Question marks.					
	Exclamation marks.					
To spell most words containing previously taught phonemes and GPCs accurately.						
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).						
To use -s and -es to form regular plurals correctly.						
To use the prefix 'un'.						
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).						
To write lower case and capital letters in the correct direction, starting and finishing in the right place.						
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.						

Characteristics of a good piece of writing

What would I see in a unit of Writing? What would I see in a Lesson?

Recap at the beginning of the genre to recap what genre they wrote previously	Use a high quality WAGOLL for each new genre to show what the text should look like	Success criteria given  Success criteria used by each child to self-assess
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Language rich – developing vocabulary throughout the unit.	5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.	Responding to pieces of work  Rec/Year 1 – visual (stamp)  Y2 – Y6 purple fix it
Letter formation/handwriting demonstrated during shared write activities led by teacher/TA	Classrooms to display year group appropriate Vocabulary, Punctuation and Grammar posters	Development of knowledge, skills and understanding in line with the National Curriculum.