

# Finlay Community School

## Writing

### 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. 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.

# Whole School Curriculum Overview: Writing Overview

## 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

Summer 2: Narratives, instructions and letter to my teacher.

## Year 1

Autumn 1: I want my hat back, wanted toy posters, teddy bears picnic invitation

Autumn 2: Retell old Bear, NCR Victorian Toys, Instructions to make a toy car

Spring 1: Ruby's worry narrative, diary entry Finlay Bear's adventure

Spring 2: NCR Antarctica, Information Leaflet things to do in Gloucester

Summer 1: Narrative Whatever Next, Instructions how to build a rocket, recount Space dame

Summer 2: Narrative: Meerkat Mail, Biography Peter Thorpe, letter to my new teacher

## Year 2

Autumn 1: Complaint Letters Day the Crayons Quiet, Narrative Owl Babies, Biography - Samuel Pepys

Autumn 2: Information Leaflet Fire safety, Newspaper Report - Fire of London, Narrative - Mog's Christmas

Spring 1: Narrative Goldilocks, Fact File NCR Meerkats

Spring 2: Poetry, Persuasive letter visit the UK

Summer 1: Setting description - Enchanted Wood, Narrative Lights on cotton Rock, Biography Florence Nightingale

Summer 2: Narrative magic key, letter to new teacher, instructions - tealight

## Year 3

Autumn 1: Narrative The Clocktower, Descriptive Writing Charlie and the Chocolate Factory, Persuasive Advert New Bar of Chocolate

Autumn 2: Narrative Stone Age Boy, character description- Mr Beekle, NCR Stone Age

Spring 1: Letters of complaint, Newspaper Report - Tuesday, Explanatory Text - how a volcano erupts

Spring 2: Diary entry - Little Red Riding Hood, explanatory text volcano

Summer 1: Narrative - Time Slip Scarab, Tourist information leaflet = Egypt, Instructions for mummification

Summer 2: Poetry, Narrative - finding an artefact, letter to my new teacher

## Year 4

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

Autumn 2: Narrative Dum Spiro, Instructions Roman Road, NCR Roman Gloucester

Spring 1: Newspaper Report 3 Little Pigs, Alternative Traditional Tale,

Spring 2: Persuasive letter - Alba the 100 year old fish, Poetry - sound collector

Summer 1: Setting description Dream Giver, NCR Olympics, Persuasive Letter Finlay Olympics

Summer 2: Information leaflet - Greece, Recount of history workshop or Cattle Country, End of year report

## Year 5

Autumn 1: Narrative The Wish Granter, Diary Entry, Wish Granter, Explanatory Text - Scientific Investigation write up

Autumn 2: Narrative: Beowulf, NCR Anglo Saxons, Newspaper Report - Sutton Hoo

Spring 1: Narrative the Alchemist, Letter informal - The Alchemist,

Spring 2: Narrative falling through the rainforest, balanced argument Deforestation

Summer 1: Persuasive letter visit Cadbury World, Narrative the Day of the Dead, Explanatory text - Bean to Bar

Summer 2: Recount Cadbury World, Poetry - To Asgard, Report for the year

## Year 6

Autumn 1: Narrative Alma, Letters of complaint, Explanatory Text Circulatory System,

Autumn 2: NCR Blitz, Narrative Flashback stories, Informal evacuee letters,

Spring 1: Francis story, Diary entry from Francis

Spring 2: Poem Aurora Borealis, Biography Ernest Shackleton

Summer 1: Narrative the 3 brothers, NCR Theatre and social class, Description of three witches

Summer 2: Fable - The fountain of fair fortune, persuasive argument Macbeth letter to new school

# 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	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder...</i>		<i>Once Upon a Time</i>	<i>Once Upon a Time / Moving on up!</i>	
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.	
Assessed Writing	<b>Independent writing assessment:</b> How children hold a pencil. <b>Fine motor skills.</b> Begin to Form lowercase and capital letters correctly Spell words by identifying sounds and writing the	<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	<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	<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	<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	<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	<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

	<p>sound with the letter/s</p> <p>Copy first name</p>	<p>sound with the letter/s</p> <p>Write first name independently.</p>	<p>sound with the letter/s</p> <p>Copy full name from a name label</p>	<p>sound with the letter/s</p> <p>Copy full name from a name label</p>	<p>Begin to use CL, finger spaces and full stops in independent writing</p> <p>Use a CL at the beginning of a sentence and full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and their surname</p>	<p>Begin to use CL, finger spaces and full stops in independent writing</p> <p>Use a CL at the beginning of a sentence and full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and their surname</p>
<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>	<p><b>Text: I want my hat back (1 week)</b></p> <p>Rabbit replies telling them he is looking for Bear. He asks them to help him pack for the journey</p> <p>Write a packing list/ description of the items</p>	<p>Retell old bear story (2 weeks)</p>	<p>Narrative - Retell Ruby's Worry (2 weeks)</p>	<p>Non-Chronological Report - Antarctica (2 weeks)</p>	<p>Narrative - Whatever Next! (2 weeks)</p>	<p>Narrative - Meerkat Mail (2 weeks)</p>
	<p><b>Text: I want my hat back (1 week)</b></p> <p>Explore the characters' feelings through role-play.</p> <p>Book lends itself to partner reading/Reader's Theatre. Explore change in tone of voice</p> <p>Create short dialogue between Rabbit and Bear on the pages without</p>	<p>Non-Chronological report - Victorian Toys (2 weeks)</p>	<p>Diary Entry - Finlay Bear's adventure (2 weeks)</p>	<p>Information leaflet - Things to do in Gloucester (2 weeks)</p>	<p>Instructions - how to build a rocket (2 weeks)</p>	<p>Biography - Peter Thorpe - artist (2 weeks)</p>

	text towards the end of the book					
	<b>Text: I want my hat back (2 week)</b> Write a sequel called 'I Want My Friend Back'. The children create 3 new animals for Rabbit to ask if they have seen Bear.	Instructions to make a toy car (2 weeks)				
	Wanted poster - lost toys (1 week)				Recount - Space Dome (2 weeks)	Letter to my new teacher (2 weeks)
<b>Assessed Writing</b>	1-week independent write - lost toys (1 week)	1 week independent write - instructions	Independent write - diary entry	Independent write - Non-Chronological Report - place/animal	Independent write - short narrative (1 week)	Independent write - Tim Peake or Neil Armstrong (1 week)
<b>Year 2</b>	<b>The Great Fire of London and the Tudors</b>	<b>Around the World in ... Days Passport theme</b>		<b>Heroes in History Florence Nightingale and Mary Seacole (Black History)</b>		
<b>Writing coverage</b>	Complaint letters - Day the Crayons Quit (2 weeks)	Newspaper report - Great Fire of London (2 weeks)	Traditional tale - Goldilocks (2 weeks)	Poetry - animals (1 week) Slowly, slowly, slowly, slowly said the sloth.	Setting description - Enchanted Wood (2 weeks)	Narrative - Magic Key (2 weeks)
	Narrative - Owl Babies (2 weeks)	Narrative - Mog's Christmas (2 weeks)	Fact File - Meerkat (2 weeks)	Persuasive Leaflet - Visit the UK (2 weeks)	Narrative - Lights on Cotton Rock	Letter to my new teacher (2 weeks)
	Biography - Samuel Pepys (2 weeks)	Information leaflet - fire safety (2 weeks)		Poetry - If I were in charge of the world (1 week)	Biography - Florence Nightingale (2 weeks)	Independent writing: Instructions
<b>Assessed writing</b>	Independent writing: Complaint letters about school dinners/ playtimes (1 week)	Independent writing: Narrative - The Owl who was afraid of the dark (1 week)	Independent write: Fact File - Animal (1 week)	Independent write: Non Chronological Report: Place (1 week)	Independent write: Setting description Lights on Cotton Rock	Instructional writing (Making a Tealight holder out of clay) (2 weeks)

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	Narrative - The Clock tower (2 weeks)	Narrative - Retelling Stone Age boy (2 weeks)	Letter formal - Letters of complaint (2 weeks)	Diary entry - in the perspective of Little Red Riding Hood (2 weeks)	Narrative = Time Slip Scarab (2 weeks)	Poetry (2 weeks) Spine Poetry  Blue Extinction by Sarisha Mehta
	Descriptive writing - Charlie and the chocolate factory (2 weeks)	Character description: The adventures of Beekle - describe Beekle and then own imaginary creature (2 weeks)	Newspaper Report: Tuesday (2 weeks)	Explanatory text - How a volcano erupts (2 weeks)	Tourist information leaflet - Egypt (2 weeks)	Narrative - Finding an artefact - children plan but given structure
	Persuasive advert - new bar of chocolate (2 weeks)	NCR - the Stone Age (2 weeks)			Instructions for mummification (2 weeks)	Letter to my new teacher (2 weeks)
Assessed writing	Independent writing: Descriptive writing: Own chocolate factory/sweet factory inspired by Charlie and the chocolate factory - 1 week	Independent writing - Narrative - portal story/ innovate stone age boy (1 week)	Independent Writing: Newspaper report: Something happens on school field/ in school - mystery object (1 week)	Independent writing - diary entry in the point of view of Goldilocks of one of the three bears. (1 week)	Independent writing - Tourist Information Leaflet - Cairo (1 week)	Independent Writing - Narrative - own plot
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Writing coverage	Narrative - Le Petit Cordonnier (2 weeks)	Narrative - Dum Spiro (2 weeks)	Newspaper report - 3 Little Pigs (2 weeks)	Persuasive letter: Alba the Hundred- Year-Old Fish	Setting description - The Dream Giver (2 weeks)	Information leaflet - Tourist information Greece (2 weeks)
	Narrative - Romulus and Remus myth (2 weeks)	Instructions - Roman Roads (2 weeks)	Alternative traditional tale - narrative (2 weeks)	Poetry: Sound collector The River by Valerie Bloom (2 weeks)	Fact file - NCR - Ancient Olympics (2 weeks)	Recount History Workshop or visit - Cattle Country (2 weeks)

	Explanatory text - Digestive System (2 weeks)	NCR - Roman Gloucester (2 weeks)			Information letter to parents about Finlay Olympics (2 weeks)	End of year school report (2 weeks)
<b>Assessed writing</b>	Independent Writing: Another Roman myth (1 week)	Independent Writing: Instructions (1 week)	Independent Writing: Alternative ending fairy tale (1 week)	Independent Writing: Persuasive letter (1 week)	Independent Writing: NCR Modern Olympics (1 week)	Independent Writing: Recount - Finlay Olympics (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>	Narrative - The wish granter (2 weeks)	Narrative - Beowulf (2 weeks)	Narrative - The Alchemist (2 weeks)	Narrative - falling through the layers of the Rainforest (2 weeks)	Persuasive letter - Cadbury World (2 weeks)	Recount: Cadbury World trip (2 weeks)
	Diary entry - The wish granter (2 weeks)	NCR - Anglo Saxons (2 weeks)	Informal letter - The Alchemist (2 weeks)	Balanced argument - deforestation (2 weeks)	Narrative - The day of the dead (2 weeks)	Poetry: To Asgard! by Rachel Piercey I Am Poems (2 weeks)
	Explanatory text - Scientific investigation write up on dissolving sugar (2 weeks)	Newspaper report - Discovery of Sutton Hoo (2 weeks)			Explanatory text - Bean to Bar (2 weeks)	End of year reports (2 weeks)
<b>Assessed writing</b>	Independent Write: Diary Entry: RJ Palacio Wonder - August Point of View (1 week)	Independent Write: Vikings (1 week)	Independent Write: Narrative - edit a part of the Wish Giver and rewrite the story.	Independent Write: Setting description of the rainforest (1 week)	Independent Write: Persuasive letter	Independent Write: Recount of an experience (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>	Narrative - Alma (2 weeks)	NCR - The Blitz/Battle of Britain	Narrative - Francis story	Poetry (2 weeks) - Aurora Borealis - Grace Nichlas If - Rudyard Kipling	Narrative - Tale of three brothers	Fable: The Fountain of Fair Fortune (2 weeks)
	Letters of complaint - holiday visit (2 weeks)	Narrative - Flashback stories (A German in the	Diary entry - Francis point of view	Biography: Ernest Shackleton (2 weeks)	NCR - Theatre and social class (2 weeks)	Persuasive argument: Closing defending Macbeth (2 weeks)

		<i>woods/ The Piano)</i> (2 weeks)				
	Explanatory text - Circulatory System (2 weeks)	Informal letters - Evacuee letters home (2 weeks)			Description of the three witches (Macbeth) - 2 weeks	Letter to my new teacher/school (2 weeks)
<b>Assessed writing</b>	Independent Write: Letters of complaint (1 week)	Independent Write: Flashback story (1 week)	Independent Write: Narrative - Francis setting description	Independent Write: Biography: Robert Scott (1 week)	Independent Write: NCR William Shakespeare (1 week)	Independent Write: Persuasive argument - defending residential trip (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
-----------	--------	----------	---------

	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Reception</i>	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder</i>		<i>Once Upon a Time</i>	<i>Moving on up!</i>
<i>Writing coverage</i>	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds	Pencil Grip Fine Motor Name writing Single sounds Middle sounds End sounds	<i>Post cards</i>	<i>Fact File</i>	<i>Narratives</i>	<i>Narratives</i>

	CVC words CVCC words Labels Captions Simple sentences	CVC words CVCC words Labels Captions Simple sentences				Instructions
						Letter
<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 full name from a name label	<b>Independent writing assessment</b> <b>How children hold a pencil.</b> <b>Fine motor skills.</b> 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 - Cinderella 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	<b>Independent Writing Assessment:</b> Instructions for building an item	<b>Independent writing assessment:</b> Animal fact file  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> Description of another familiar character from a book  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>	<b>Text: I want my hat back (1 week)</b> Rabbit replies telling them he is looking for Bear. He asks them to help him pack for the journey	Retell old bear story (2 weeks)	Narrative - Retell Ruby's Worry (2 weeks)	Non-Chronological Report - Antarctica (2 weeks)	Narrative - Whatever Next! (2 weeks)	Narrative - Meerkat Mail (2 weeks)

	Write a packing list/ description of the items					
	<b>Text: I want my hat back (1 week)</b> Explore the characters' feelings through role-play. Book lends itself to partner reading/Reader's Theatre. Explore change in tone of voice Create short dialogue between Rabbit and Bear on the pages without text towards the end of the book	Non-Chronological report - Victorian Toys (2 weeks)	Diary Entry - Finlay Bear's adventure (2 weeks)	Information leaflet - Things to do in Gloucester (2 weeks)	Instructions - how to build a rocket (2 weeks)	Biography - Peter Thorpe - artist (2 weeks)
	<b>Text: I want my hat back (2 week)</b> Write a sequel called 'I Want My Friend Back'. The children create 3 new animals for Rabbit to ask if they have seen Bear.	Instructions to make a toy car (2 weeks)				
	Wanted poster - lost toys (1 week)				Recount - Space Dome (2 weeks)	Letter to my new teacher (2 weeks)
<b>Assessed Writing</b>	1-week independent write - lost toys (1 week)	1 week independent write - instructions	Independent write - diary entry	Independent write - Non-Chronological Report - place/animal	Independent write - short narrative (1 week)	Independent write - Tim Peake or Neil Armstrong (1 week)
<b>Year 2</b>	<b>The Great Fire of London and the Tudors</b>		<b>Around the World in ... Days Passport theme</b>		<b>Heroes in History</b>	

					Florence Nightingale and Mary Seacole (Black History)	
Writing coverage	Complaint letters - Day the Crayons Quit (2 weeks)	Newspaper report - Great Fire of London (2 weeks)	Traditional tale - Goldilocks (2 weeks)	Poetry - animals (1 week) Slowly, slowly, slowly, slowly said the sloth.	Setting description - Enchanted Wood (2 weeks)	Narrative - Magic Key (2 weeks)
	Narrative - Owl Babies (2 weeks)	Narrative - Mog's Christmas (2 weeks)	Fact File - Meerkat (2 weeks)	Persuasive Leaflet - Visit the UK (2 weeks)	Narrative - Lights on Cotton Rock	Letter to my new teacher (2 weeks)
	Biography - Samuel Pepys (2 weeks)	Information leaflet - fire safety (2 weeks)		Poetry - If I were in charge of the world (1 week)	Biography - Florence Nightingale (2 weeks)	Independent writing: Instructions
Assessed writing	Independent writing: Complaint letters about school dinners/ playtimes (1 week)	Independent writing: Narrative - The Owl who was afraid of the dark (1 week)	Independent write: Fact File - Animal (1 week)	Independent write: Non Chronological Report: Place (1 week)	Independent write: Setting description Lights on Cotton Rock	Instructional writing (Making a Tealight holder out of clay) (2 weeks)
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	Narrative - The Clock tower (2 weeks)	Narrative - Retelling Stone Age boy (2 weeks)	Letter formal - Letters of complaint (2 weeks)	Diary entry - in the perspective of Little Red Riding Hood (2 weeks)	Narrative = Time Slip Scarab (2 weeks)	Poetry (2 weeks) Spine Poetry  Blue Extinction by Sarisha Mehta
	Descriptive writing - Charlie and the chocolate factory (2 weeks)	Character description: The adventures of Beekle - describe Beekle and then own imaginary creature (2 weeks)	Newspaper Report: Tuesday (2 weeks)	Explanatory text - How a volcano erupts (2 weeks)	Tourist information leaflet - Egypt (2 weeks)	Narrative - Finding an artefact - children plan but given structure
	Persuasive advert - new bar of chocolate (2 weeks)	NCR - the Stone Age (2 weeks)			Instructions for mummification (2 weeks)	Letter to my new teacher (2 weeks)
Assessed writing	Independent writing: Descriptive writing: Own chocolate	Independent writing - Narrative - portal story/ innovate	Independent Writing: Newspaper report: Something happens	Independent writing - diary entry in the point of view of	Independent writing - Tourist	Independent Writing - Narrative - own plot

	factory/sweet factory inspired by Charlie and the chocolate factory - 1 week	stone age boy (1 week)	on school field/ in school - mystery object (1 week)	Goldilocks of one of the three bears. (1 week)	Information Leaflet - Cairo (1 week)	
<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>	
<b>Writing coverage</b>	Narrative - Le Petit Cordonnier (2 weeks)	Narrative - Dum Spiro (2 weeks)	Newspaper report - 3 Little Pigs (2 weeks)	Persuasive letter: Alba the Hundred-Year-Old Fish	Setting description - The Dream Giver (2 weeks)	Information leaflet - Tourist information Greece (2 weeks)
	Narrative - Romulus and Remus myth (2 weeks)	Instructions - Roman Roads (2 weeks)	Alternative traditional tale - narrative (2 weeks)	Poetry: Sound collector The River by Valerie Bloom (2 weeks)	Fact file - NCR - Ancient Olympics (2 weeks)	Recount History Workshop or visit - Cattle Country (2 weeks)
	Explanatory text - Digestive System (2 weeks)	NCR - Roman Gloucester (2 weeks)			Information letter to parents about Finlay Olympics (2 weeks)	End of year school report (2 weeks)
<b>Assessed writing</b>	Independent Writing: Another Roman myth (1 week)	Independent Writing: Instructions (1 week)	Independent Writing: Alternative ending fairy tale (1 week)	Independent Writing: Persuasive letter (1 week)	Independent Writing: NCR Modern Olympics (1 week)	Independent Writing: Recount - Finlay Olympics (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>	Narrative - The wish granter (2 weeks)	Narrative - Beowulf (2 weeks)	Narrative - The Alchemist (2 weeks)	Narrative - falling through the layers of the Rainforest (2 weeks)	Persuasive letter - Cadbury World (2 weeks)	Recount: Cadbury World trip (2 weeks)
	Diary entry - The wish granter (2 weeks)	NCR - Anglo Saxons (2 weeks)	Informal letter - The Alchemist (2 weeks)	Balanced argument - deforestation (2 weeks)	Narrative - The day of the dead (2 weeks)	Poetry: To Asgard! by Rachel Piercey I Am Poems (2 weeks)
	Explanatory text - Scientific investigation write up on dissolving sugar (2 weeks)	Newspaper report - Discovery of Sutton Hoo (2 weeks)			Explanatory text - Bean to Bar (2 weeks)	End of year reports (2 weeks)

<i>Assessed writing</i>	Independent Write: Diary Entry: RJ Palacio Wonder - August Point of View (1 week)	Independent Write: Vikings (1 week)	Independent Write: Narrative - edit a part of the Wish Giver and rewrite the story.	Independent Write: Setting description of the rainforest (1 week)	Independent Write: Persuasive letter	Independent Write: Recount of an experience (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>	
<i>Writing coverage</i>	Narrative - Alma (2 weeks)	NCR - The Blitz/Battle of Britain	Narrative - Francis story	Poetry (2 weeks) - Aurora Borealis - Grace Nichlas If - Rudyard Kipling	Narrative - Tale of three brothers	Fable: The Fountain of Fair Fortune (2 weeks)
	Letters of complaint - holiday visit (2 weeks)	Narrative - Flashback stories (A German in the woods/ The Piano) (2 weeks)	Diary entry - Francis point of view	Biography: Ernest Shackleton (2 weeks)	NCR - Theatre and social class (2 weeks)	Persuasive argument: Closing defending Macbeth (2 weeks)
	Explanatory text - Circulatory System (2 weeks)	Informal letters - Evacuee letters home (2 weeks)			Description of the three witches (Macbeth) - 2 weeks	Letter to my new teacher/school (2 weeks)
<i>Assessed writing</i>	Independent Write: Letters of complaint (1 week)	Independent Write: Flashback story (1 week)	Independent Write: Narrative - Francis setting description	Independent Write: Biography: Robert Scott (1 week)	Independent Write: NCR William Shakespeare (1 week)	Independent Write: Persuasive argument - defending residential trip (1 week)

# Spelling Medium Term Plan

## Year 1:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Compound words and words with unstressed vowels	Words with the split digraph 'o_e'	Words where the digraph 'er' is stressed	Words where the digraph 'ou' makes an /ow/ sound	Words with the trigraph 'igh'
Week 2	Words with the /k/ spelt 'k' and 'nk' spelling pattern	Words with the digraphs 'ai' and 'oi'	Words with the split digraph 'u_e'	Words where the digraph 'er' is unstressed	Words where the digraph 'ow' makes an /ow/ or /oa/ sound	Words with the digraph 'or' and the trigraph 'ore'
Week 3	Words with the trigraph 'tch'	Words with the digraphs 'ay' and 'oy'	Words with the digraph 'ar'	Words with the digraphs 'ir' and 'ur'	Words ending in 'y' /ee/ and 've' /v/	Words where 'aw' and 'au' make an /or/ sound
Week 4	Adding '-s' and '-es' to make plurals	Words with the split digraph 'a_e'	Words with the digraph 'ee'	Words with the digraph 'oo' /oo/	Words with the digraphs 'ue' and 'ew'	Words with the trigraphs 'air' and 'ear'
Week 5	Adding the suffixes '-ing' and '-ed'	Words with the split digraph 'e_e'	Words where the digraph 'ea' makes an /ee/ sound	Words with the digraph 'oo' /u/	Words where the 'ie' makes an /igh/ sound	Words where the trigraphs 'air' and 'ear' make an /air/ sound
Week 6	Adding the prefix 'un-' and the suffixes '-er' and '-est'	Words with the split digraph 'i_e'	Words where the digraph 'ea' makes an /e/ sound	Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Words where 'ie' makes an /ee/ sound	Words with the digraphs 'ph' and 'wh'

# Year 2:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words



# Year 3:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

# Year 4:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

# Year 5:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

# Year 6:

## The teaching of Spelling:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

- 3 x 30 minute lessons weekly using the Spelling Shed teaching PowerPoints
- Whole class inputs and guided practice, as well as independent practice activities
- Spelling Test 1 x 15 minutes weekly
- Children to use Spelling Shed online as part of their homework for more practice.
- Spelling words to be practiced within handwriting sessions too.

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

## Spelling – matches with Spelling Shed scheme

0-3 years	Pre-school	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write their name	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words with ff ll ss zz ck	'j' spelt dge	'ow' spelt ou	Homophones/ne or homophones	Words ending in -ious	Words with a short vowel sound 'i' spelt y
	Write initial sounds	Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).	'k' spelt k before e, i and y and nk at the end of a word	'j' spelt ge	'u' spelt ou	Prefixes - in, il, ir	Words ending in -cial and -tial	Words with a long vowel sound 'I' spelt y
		Spell CVC words	'tch' spelt tch when it comes after a single vowel letter	'j' spelt g	'i' spelt y	Prefix - sub	Words ending in -ant	Prefix - over
		Spell CCVC words	'e' spelt y and e at the end of words that have a 'r' sound	's' spelt c before e, i, y	Words ending with 'ze' spelt -sure	Prefix - inter	Words ending in -ance	Suffix - ful
		Spell CVCC words	Adding s and es to words (plurals)	'n' spelt kn	Words ending in 'ch' spelt -ture	Suffix - ation	-ent and -ence endings	Words which can be nouns and verbs
		Spell CCCVC words	Adding the suffixes -ing and -ed to verbs	'r' spelt wr	Prefix - re	Adding ly - y/ily le/ly	Words ending in -ible and -able	Words with an 'o' sound spelt ou or ow
		Spell CCCVCC words	Adding -er and -est	'l' or 'ul' spelt le	Prefix - dis	'sh' spelt ch	Words ending in -ibly and -ably	Words with a 'soft c' spelt ce
		Spell CCVCC words	Words of more than one syllable with	'l' or 'ul' spelt el	Prefix - mis	Suffix - ion/sion	Words ending in -able	Prefixes - dis, un, over, im

			an unstressed syllable, making the vowel sound unclear					
			'ai' and 'oi' digraphs	'l' or 'ul' spelt al	Doubling the last consonant before adding a prefix	Suffix - ous	Adverbs of time	Words with the f spelt 'ph'
			'ai' and 'oi' digraphs	Words ending in -il	Long vowel sound 'a' spelt ai	'ee' spelt i	Suffix - fer	Words with origins in other countries
			Long vowel sound 'a' spelt with the split digraph a-e	Long vowel sound 'i' at the end of a word spelt y	Long vowel sound 'a' spelt ei	'au' digraph	Silent letters - k p n	Words with unstressed vowel sounds
			Long vowel sound 'e' spelt with the split digraph e-e	Adding -es to nouns/verbs ending in y	Long vowel sound 'a' spelt ey	Suffix - tion	Words with ie after c	Words with endings 'shuhl' after a vowel letter
			Long vowel sound 'i' spelt with the split digraph i-e	Adding -ed to words ending in y. The y is changed to an i	Adding ly to make an adverb	Suffix - ssion	Words with the 'ee' sound spelt ei	Words with endings 'shuhl' after a consonant letter
			Long vowel sound 'o' spelt with the split digraph o-e	Adding -er to words ending in y. The y is changed to an i	Homophones 1	Suffix - cian	Words containing ough where the sound is 'aw'	Words with acc at the beginning
			Long vowel sound 'oo' and 'yoo' spelt u-e	Adding ing to words ending in 'e' with a consonant before it	'l' sound spelt al	Adding ly - adverbs of manner	Words containing ough where the sound is 'o' or 'ow'	Words ending in -ably
			'ar' consonant digraph	Adding 'er' to words ending in 'e' with a consonant before it	'l' sound spelt le	Homophones 2	Adverbs of possibility	Words ending in -ible

			Long vowel sound 'e' spelt ee	Adding -ing to words of one syllable	Suffix ly when words end in le	's' spelt c	Homophones or near homophones	Suffix - ibly
			Long vowel 'e' spelt ea	Adding 'ed' to words of one syllable	Suffix ly - which does not follow the rules	Sol word families/real word families	Words containing hyphens	Changing -ent to -ence
			Short vowel sound 'e' spelt ea	'or' spelt a before l and ll	Words ending in er when the root word ends in (t)ch	Prefix - super, anti and auto	Year 5/6 statutory words	-er, -or or -ar at the end of words
			Vowel digraph er (in these words the sound is stressed)	The short vowel sound 'o'	'k' spelt ch	Prefix - bi (meaning two)		Adverbs synonyms with determiners
			Vowel digraph er (in these words the sound is unstressed and at the end)	'ee' spelt ey	'g' spelt que 'k' spelt que	Plural possessive apostrophes		Adjectives to describe settings
			Digraphs ir and ur	'a' after w or qu	's' spelt sc	Year 3/4 statutory words		Vocabulary to describe feelings
			Long vowel sound 'oo' as in zoo	'er' spelt with o or ar	Homophones 2			Adjective to describe character
			Short vowel sound 'oo' as in foot	'z' spelt s	'sion' pronounces zen			Grammar vocabulary
			'oa' digraph	Suffix - ment and ness	Year 3/4 statutory words			Mathematical vocabulary
			'ou' digraph	Suffix - ful and less				Year 5/6 statutory words
			'ow' digraph	Homophones and near homophones 1				

			'oo' and 'yoo' spelt u-e, ue and ew	Homophones and near homophones 2				
			Digraph ie as in pie	Words ending in -tion				
			Digraph ie - 'ee'	Contractions				
			Long vowel sound 'i' spelt igh	Possessive apostrophes (singular)				
			'or' spelt aw or au	Year 3/4 statutory words				
			Trigraphs 'air' and 'ear'					
			'er' spelt ear or are					
			Words with ph or wh					



# 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	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of	Makes notes and develops initial ideas, drawing on reading and research where necessary.	Proof-reads effectively for spelling and punctuation errors.

					<i>sentence structure.</i>	<i>sentence structures.</i>		
				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.

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

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



# 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;	Subordinating conjunctions	Pronouns		Active and passive voice

				command, exclamation, question, statement				
			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 devices 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 verb 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>

<b>Handwriting</b>	<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 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 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 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 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	
--	--	--	--	---	--

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

--	--	--	--	--	--

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 bullets 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 bullets 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			
--	--	--------------------------------	--	--	--

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          Paragraphs organised around a topic or process          Description of parts          Increasingly more detailed explanation of how or why something happens          Further detail of the process          Use of more appropriate subheading to navigate the reader</p>		<p>Variation in sentence structures:          Prepositional phrases          Expanded noun phrases          Subordinate Clauses using the full range of subordinating conjunctions (AWHITEBUS)</p> <p>Sentences contain more than one clause using coordination and subordination and are correctly punctuated</p>	<p>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          Standard English</p>	<p>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</p>
Year 5	<p>Introduction and conclusion provide detail and give cohesion to the piece          Subheadings and bullets points enhance the organisation          Description of the phenomenon is developing technicality and accuracy</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 develop cohesion</p> <p>Use of passive and active</p> <p>Some comparative sentences used</p>	<p>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          Reported speech as well as direct speech</p>	<p>Brackets          Dashes          Colons to begin a list          Semi-colons to separate items in an extended list</p>
Year 6	<p>Introduction and conclusion provide detail and give cohesion to the piece          Subheadings and bullets points enhance the organisation          Description of the phenomenon is technical and accurate</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>Sentences are generalised to categorise the information</p>	<p>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.          Text changes according to the text type with increasing authorial control          Reported speech as well as direct speech</p>	<p>Brackets          Dashes          Colons to begin a list and to join two clauses          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 Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous I implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented Have you ever thought about...? Do you think that...? Fed up with...?</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses using the full range of subordinating conjunctions (AWHITEBUS)</p> <p>More advanced rhetorical questions</p> <p>Turning opinion into fact</p> <p>Emotive language</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 First and third person Standard English</p>	<p>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</p>
Year 5	<p>Introduction and conclusion provide detail and begin to give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident at times</p>	<p>It appears that... There can be no doubt that It is critical that.. Fundamentally How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example I would draw your attention to I would refer to On the basis of the evidence presented Phenomenal Unique Unmissable You will be Take a moment to Isn't it time to Worried about...?</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>Some comparative sentences used</p> <p>Writer begins to use concession and condescension to impact the reader</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 Implied second person Use of modal verbs Reported speech as well as direct speech</p>	<p>Brackets Dashes Colons to begin a list Semi-colons to separate items in an extended list</p>
Year 6	<p>Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout</p>	<p>It strikes me that It is evident that There is no doubt that I am convinced that It appears It has become increasingly apparent that In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this argument is that On reflection</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 Concession and condescension are used to impact the reader</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</p>	<p>Brackets Dashes Colons to begin a list and to join two clauses 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		
--	--	--	--	--	--

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	Introduction and conclusion provide detail and attempt to give cohesion to the piece  Paragraphs organised to prioritise the most important argument  Arguments on both sides are used  Formal language is used to show a balanced viewpoint	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	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	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	Brackets Dashes Colons to begin a list Semi-colons to separate items in an extended list

<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</p> <p>Subsequently</p> <p>Since</p> <p>Imperative</p> <p>Alternatively</p> <p>In comparison</p> <p>Nevertheless</p> <p>Moreover</p> <p>Furthermore</p> <p>Nobody can deny that</p> <p>There is no doubt that</p> <p>Despite the fact that</p> <p>It can be argued that</p> <p>Evidence suggests that</p> <p>After considering the arguments on both sides</p> <p>To conclude my balanced argument</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>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>Abstract nouns</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>
---	---	--	---	--

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  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	Year 1 ambitious vocabulary used  Range of size adjectives used: big, small  Range of colour adjectives used: red, blue  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	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

		One day Happily ever after			
Year 2	Adventure Fables Humorous Dilemmas	Year 2 ambitious vocabulary used  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	Simple adverbs to express how to do an action Noun phrases to describe <b>Story Language</b> <b>Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily <b>Story Starters</b> by the next morning, one day, as soon as <b>Story Endings</b> in the end, at the end of the day <b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.	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
	Sentences written in chronological order indicated by time words  Characters and setting are described in detail  Paragraphing for a change of time or place  Trigger event followed by a series of events and a conclusion  Correct use of pronoun Peter and Jane, they	Conjunctions: who, because  Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully			
Year 3	Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings	Year 3 ambitious vocabulary used  Conjunctions: also, therefore, after, just then, furthermore, nevertheless, on the other hand, immediately, as soon as  Adverbs: very, rather, slightly	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...	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	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
	Time and place referenced at the start of each sentence  Characters are introduced and who, what, when, where and why are established  Story flows well and raises doubt and suspense  There is a clear complication and events, which are paragraphed throughout  Cohesion throughout		He was a walking encyclopaedia. Her tears were a river flowing down her face. <b>Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily <b>Accurate Action Verbs</b> pushed, rushed, shoved <b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.	Fronted adverbials Implied second person	



Year 4	Adventure Mystery Historical Legends Fantasy	Year 4 ambitious vocabulary used	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.	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
	Links between opening and resolution  Links between paragraphs help to link one idea to the next  Paragraphs organised correctly to build up to key events	Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<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.		
Year 5	Historical Science-fiction Humorous Myths Fantasy Other cultures Classics	Year 5 ambitious vocabulary	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.	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	Brackets Dashes Colons Semi-colons
	Opening and resolution shape the story  Paragraphs varied in length and structure		<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.		
Year 6	Adventure Flashbacks Mystery Science-fiction Other cultures	Year 6 ambitious vocabulary	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.	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	Brackets Dashes Colons Semi-colons
	The story is well constructed and raises intrigue		<b>Modifiers for intensity</b>		

	<p>Dialogue is used to move the action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</p>		<p>insignificant amount, exceptionally, recently, evidently</p> <p><b>Repetition</b> The boys ran and ran until they could run no more.</p> <p><b>Personification</b> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	Text changes according to the text type	
--	--	--	---	---	--

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	<p>To tell a story or share knowledge of the past</p> <p>To celebrate and praise</p> <p>To amuse or entertain through wordplay</p> <p>To reflect or share knowledge</p>	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	<p>Classics</p> <p>List and alphabet poetry</p> <p>Observational poetry</p> <p>Performance poems and raps</p> <p>Rhyme</p>	<p>Use of simple sentence structures.</p> <p>Lists</p>	<p>Noun</p> <p>Present tense and past tense</p> <p>Adjectives</p> <p>Adventurous vocabulary</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>Chants and tongue twisters</p> <p>Kennings</p> <p>Performance poetry and raps</p> <p>Puns and wordplay</p> <p>Riddles</p>	Simple adverbs to express how to do an action Noun phrases to describe	<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 Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
Year 3	<p>Acrostics</p> <p>Modern verse</p> <p>Similes</p> <p>Performance poems</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</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 Fronted adverbials</p> <p>Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations Brackets</p>

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 1: Immersion

*Discuss the Genre  
and intended  
audience*

*Read the WAGOLL*

*Analyse the features  
and generate  
Success Criteria*

*Discuss vocabulary*

## Lesson 2: Planning

*Plan the genre,  
using an  
appropriate  
planning format.*

*Plan:*

*Key points*

*Language*

*SpaG Features:  
Fronted adverbials  
etc*

*Lesson 3*

*Lesson 4*

*Lesson 5*

*Lesson 6*

*Lesson 7*

*Write the text.*

*The learning should have a sentence level objective each day.  
The Teacher should model a section of the writing, focussing  
on the TBAT and advanced vocabulary.*

*The Teaching Assistant could model to a group, or scaffold  
children through questioning when the teacher is shared  
writing. The TA could team teach and write on the flipchart  
whilst the teacher models thinking and questioning.*

*The children should write at length.*

*There should be regular opportunities throughout the lesson to  
read their work out loud and edit whilst writing.*

*Use: Think it, say it, write it, and check it.*

*At the end of the lesson, you may provide opportunity for  
peer feedback, and encourage the children to read their work  
once more, and find evidence of the TBAT, underlining this in  
a different colour.*

## Lesson 8: Editing and Redrafting

*This could include the use of editing  
stations. Throughout the writing process,  
make a note of common misconceptions or  
ways writing can be upskilled. Then teach a  
focussed session. For example, ambitious  
vocabulary is lacking. Focus on teaching  
thesaurus skills and then allow the pupils'  
time to go through their writing and edit.*

*Alternatively, the ending of their writ  
ing may be weak for a number of reasons,  
so this could be redrafted.*

# 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						
--	--	--	--	--	--	--

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, unkept 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 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>	<p>process e.g. where to put punctuation etc.</p>			
<p>Lesson 8: Editing and redrafting</p> <p>(Planned towards end of the unit)</p>	<p>TBAT Edit and Improve my writing</p>	<p>Pre-teach the focus objective for the editing session.</p>	<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>	<p>TA to take a targeted group of pupils out and teach in a small group</p>	<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>	<p>Swap books then with a partner and provide some focussed feedback.</p>	

			<p>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.</p>				
--	--	--	--	--	--	--	--

# WAGOLLS

*A high quality WAGOLL should be used in every genre.*

*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 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.*



# Success Criteria

Monday 5<sup>th</sup> September – Thursday 15<sup>th</sup> September

TBAT Describe a Setting and a Character

Context: The Dream Giver

- Success criteria should be used for every unit of work.
- Success criteria should include:

Composition: what the children need to be writing about

Genre success criteria

No excuses

Objectives specific for this unit that you are focussing on in lessons 3-7

Success criteria	Child	Teacher
<b>Composition:</b>		
I can describe the time of day and where the Dream Giver is		
I can describe how and when the Dream Giver arrives at the orphanage and ticks off the address.		
I can describe how the Dream Giver enters the room and how he cracks his egg onto different objects.		
I can describe what happens when the Dream Giver cracks the egg onto the little boy's book		
<b>Genre:</b>		
Figurative language to describe		
Paragraphs - change of paragraph when talking about a different topic, or there is a change in time or location.		
Third person - The Dream Giver, he, the boy		
<b>No Excuses:</b>		
Capital letters (including for proper nouns - Dream Giver, Keneington Avenue )		
Full stop at the end of sentences		
READ your sentences so they make sense (Think it, say it, write it, check it)		
Powerful adjectives to describe (use a thesaurus to upskill your language choices)		
Spell most words correctly		
Legible, joined handwriting		
Write a line, miss a line		
<b>Objectives to include in my writing:</b>		
Expanded noun phrases punctuated with a comma (the <b>transparent, delicate wings</b> fluttered in the breeze)		
Fronted adverbials for manner punctuated with a comma ( <b>Cautiously</b> , the Dream Giver perched on the window sill.)		
Fronted adverbials for place punctuated with a comma ( <b>Inside the orphanage</b> , the children lay sleeping.)		
Subordinating conjunctions to join clauses - AWHITEBUS (The mysterious creature moved stealthily across the room, <b>whilst</b> trying hard not to land on the creaking floorboards beneath him.)		
Relative clauses to add information, punctuated with commas or brackets (Feeling restless, the young boy, <b>who was tucked up in bed</b> , tossed and turned, completely unaware that the delicate egg was still resting on his duvet.)		

# Vocabulary

As part of Lesson 1 or Lesson 2, time should be spent generating vocabulary that can be used within the writing.

This can be done as part of the plan especially when describing the setting or characters, or when unpicking the WAGOLL.

The WAGOLL should include higher level vocabulary and this should then be discussed. Synonyms can then be generated too.

You should also explore adventurous language within lessons 3-7 when writing specific paragraphs.

Word banks and vocabulary mats should be used to support ambitious vocabulary development.

silent    mysterious    pleasurable    unusual    stealthy  
magical    enchanting    terrifying    relieved    curious  
puzzling    alive    unlucky    luminous    golden  
spellbinding    fulfilling    unnoticed    unaware    unruly  
deceptive    soothing    calculating    meticulous    unnerving  
eerie    deafening    shimmering    palpable    impending

creature	orphan	orphanage	shutters	guardian
accident	terror	nightmare	disbelief	awe
panic	saviour	relief	bookworm	shadow
life	serpent	commotion	escape	uproar
happiness	confusion	disaster	root	gasp
transformation	window	delivery	pursuit	doom

## Dreamgiver

odd  
opportunity  
careful  
inspiration  
hovering  
wings  
raggedy  
glasses  
soundless  
deliverer  
golden eggs  
positive

## dreams

blissful  
untroubled  
vivid  
wild  
beautiful  
wonderful  
sweet  
glorious  
aspiration  
extraordinary  
painless  
delightful

## nightmare

frightful  
troubled  
unpleasant  
feverish  
strange  
recurrent  
monstrous  
consuming  
worst  
hideous  
painful  
awful

# Planning

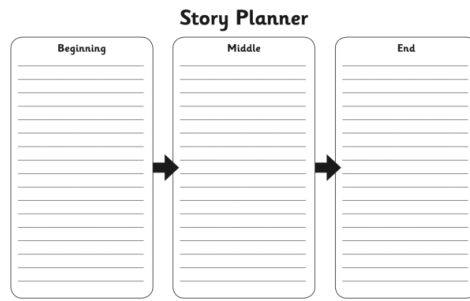
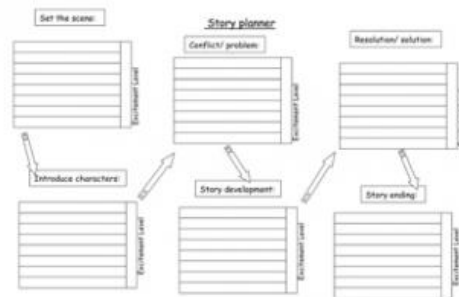
Planning is an essential part of the writing process.

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
Paragraph 3 Events from afternoon + evening		Thoughts Feelings
Paragraph 4 Home life + reflective questions + looking forward		Thoughts Feelings

*Chronological order!* First, next, then, later, early that morning, later that day, at dusk, as darkness fell

*Features of diary entries:*  
First person, thought and feelings, informal, emotive language, rhetorical questions, past tense mainly, time connectives/adverbials, rich description.

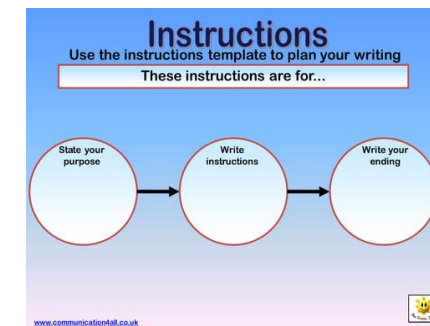
### Discussion Writing

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

www.communication4all.co.uk



### Description Writing Planning Sheet - Olympic Games Opening Ceremony

Look at the picture carefully. Write suitable words or phrases under each subheading.

Sights, Sounds and Smells		Useful Adjectives
Feelings		Useful Verbs
Similar		Useful Prepositions
		Useful Adverbs

classroomsecrets.com  
Olympic Games Opening Ceremony - Planning Sheet - Brainbox

### Reports

Use the recounts template to plan your writing

Write your title here.

www.communication4all.co.uk

### Explanations

Use the explanations template to plan your writing

What are you explaining? Write the title here.

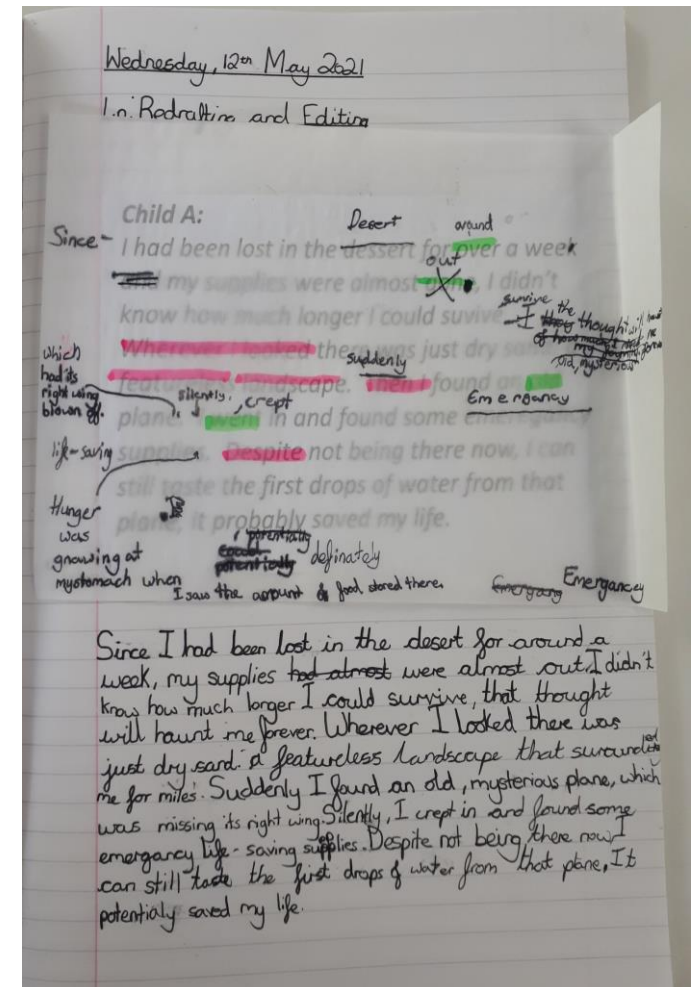
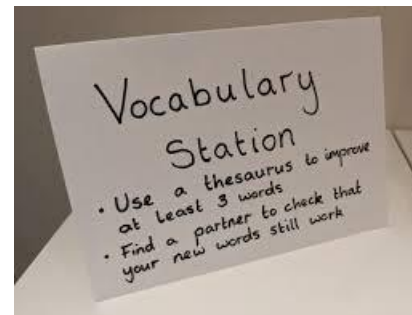
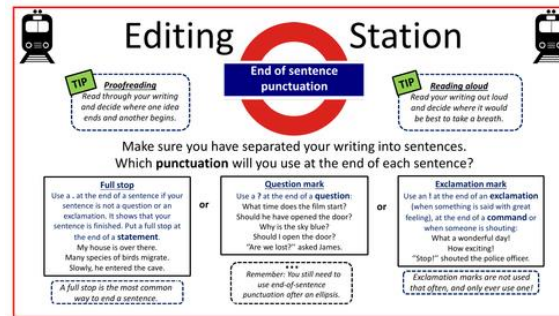
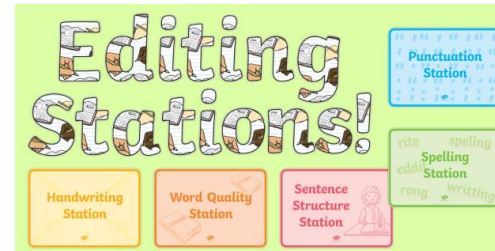
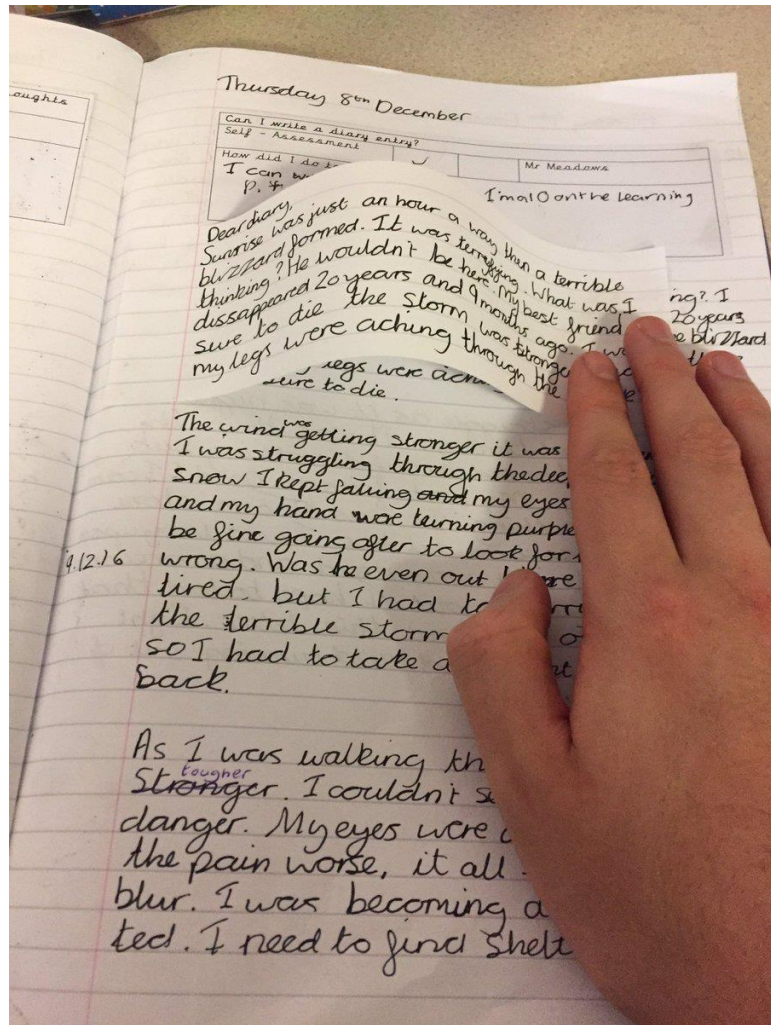
www.communication4all.co.uk

# 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 half term.*

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

*This should take 3 lessons: planning, writing and editing to be included.*

*This will be recorded in a separate book*

*These will be assessed half termly using the writing checklists.*

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

<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 full name from a name label	<b>Independent writing assessment:</b> simple sentences to describe	<b>Independent writing assessment:</b> Biography of King Charles II	<b>Independent writing assessment:</b> Descriptive writing: new room for Charlie and the Chocolate Factory	<b>Independent writing assessment:</b> Roman myth narrative – Jupiter and the Bee	<b>Independent writing assessment:</b> Diary entry – Wish granter from Literacy Shed video	<b>Independent writing assessment:</b> Letters of complaint about something else	<b>Independent writing assessment</b> <b>low children hold a pencil.</b> <b>Fine motor skills.</b> 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> Description of favourite toy	<b>Independent writing assessment:</b> Narrative linked to a Christmas tale	<b>Independent writing assessment:</b> A letter from another character from Charlie and the Chocolate factory to thank Willy Wonka	<b>Independent writing assessment:</b> Non Chronological Report Roman Legacy	<b>Independent writing assessment:</b> Non Chronological report – Vikings	<b>Independent Writing Assessment:</b> Non Chronological Report – Life for children during WW2
---	---	---	--	---	--	--	---	---	---	--	--	---	--

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.							
<b>Has an awareness of:</b>	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 Effective Writing Teaching

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

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