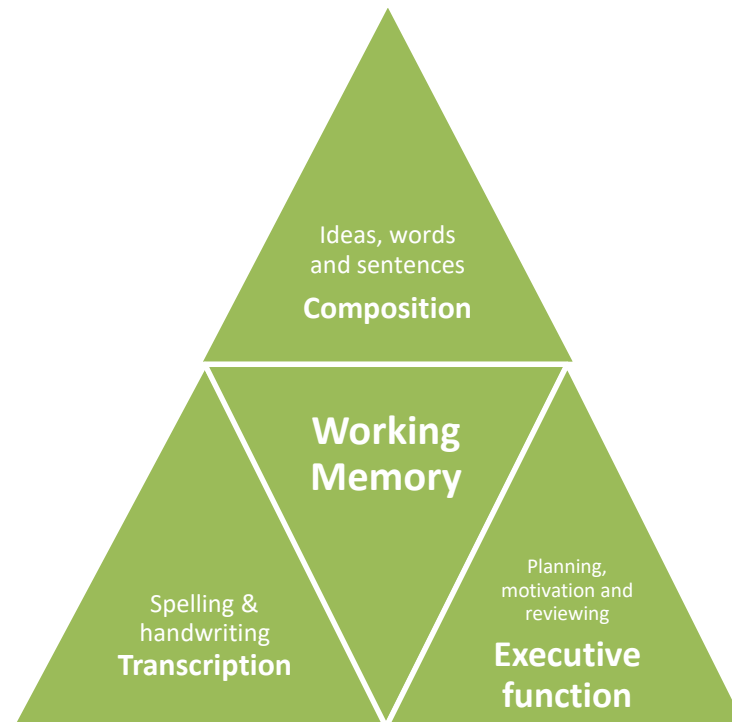




## Writing at Marden Vale CE Academy



Writing is a complicated practice that relies on both motor skills and cognitive skills; pupils have to orchestrate spelling, handwriting, accurate sentence structure, linguistic choices and textual cohesion. The simple view of writing designed by researchers into best practice, recognised that there are three core concepts in writing.

- **Transcription:** At Marden Vale, we believe that for children to be successful writers they need strong accurate and fluent foundations in spelling and handwriting. We follow the Little Wandle Letters and Sounds Revised SSP programme, which provides the basis for strong teaching of phonics and letter formation in EY and early KS2. This grows into the progression model for transcription knowledge across the school.
- **Composition:** At Marden Vale we recognise that to compose our writing successfully we need an increasing knowledge of vocabulary, language, grammar and its effects, sentence structures and audiences to write for (genres). The substantive knowledge that we teach is ambitious, informed by the national curriculum and organised into key concepts. The progression of this substantive knowledge is laid out in the progression grids below.
- **Executive Function:** We recognise that despite the title of the simple view of writing, writing is a complex and increasingly demanding task as children progress from novice to expert to disciplinary writers. Executive function is our ability to self-regulate through writing tasks, allowing us to plan, sustain our attention and stick to our learning goals. At Marden Vale, we use metacognitive questioning throughout our writing lessons to support pupils to plan, monitor and evaluate their approaches, supporting both their executive function and their self-regulation. We also include here in our thinking, motivation to write. Children need to pursue writing excellence in the context of having all the necessary building blocks to write well. All children can write.

### Disciplinary Concepts

Alongside these key concepts are disciplinary concepts, which is how we behave as writers. At Marden Vale, we believe and teach our children that when we write, and as we get better at it, we: generate **ideas** for writing which match the audience and purpose for writing; we focus on **accuracy** ensuring that we follow the conventions of grammar, punctuation and spelling and we follow the **process** of writing ensuring that plan, draft, revise, edit and evaluate our writing.

### Stages of

writers:

#### Early writer (EY-Y1)

Supported by pre-writing strength, practise and accuracy, children gain a secure and effective pencil grip, seating position and readiness to write. These are micro-steps - learning/practising/rehearsing/gaining fluency in letter formation (size, shape, orientation, starting place, spatial relationship) and known phoneme-grapheme correspondances. This builds into simple word writing (CVC/CVCC / CCVCC and CEW.) This then builds into writing a simple sentence.

#### Novice writers (KS1)

Write simple coherent narratives and chronological reports with accurate terminator punctuation and consistent tense. To spell accurately using the graphemes acquired and knowledge of age appropriate CEW and write with accurate letter formation, size, orientation and spacing.

#### Growing expertise (KS2)

Write effectively for a growing range of purposes and audiences: selecting language that shows awareness of the reader; creating settings, characters and atmosphere; using dialogue to convey character and advance action and making suitable choices about vocabulary and grammar effects.

Be accurate in all punctuation and spelling, using a dictionary for more ambitious vocabulary choices. Write at speed and for sustained periods in a joined legible style.

#### Disciplinary (KS2-3)

The EEF in their guidance report into improving literacy in secondary schools, described disciplinary writing as 'an approach to improving literacy across the curriculum', with a crucial distinction that 'recognises that literacy skills are both general and subject specific'. Children need to write effectively, 'like a' ..

scientist, geographer, historian, artist  
..by understanding the subject discipline they are writing for.

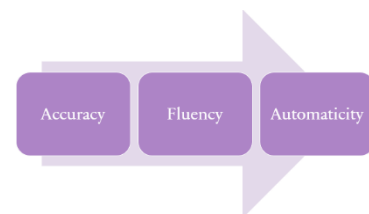
**Contents:**

**1. The structure of writing**

**2. Progression in Key concepts:**

**a. Transcription**

**i. Spelling**



**i. Handwriting**

**3. Progression in**

**i. Ideas**

**ii. Accuracy**

**iii. Process**

**b. Composition**

**i. Structure and Shape**

**ii. Sentence Structure**

**iii. Grammar:**

**iv. Vocabulary:**

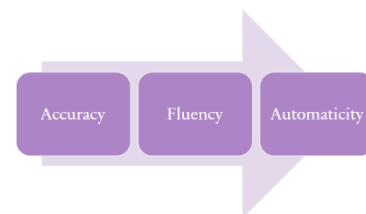
**4. Implementation**

**a. Enquiry Sequences**

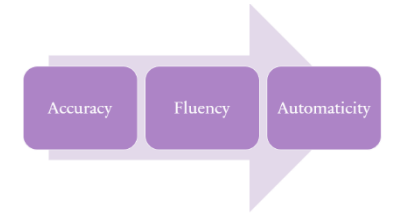
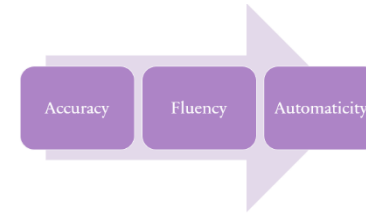
**b. Spine planning:**

**c. Lesson Design:**

**5. End of Year Expectations in Writing YR-6**

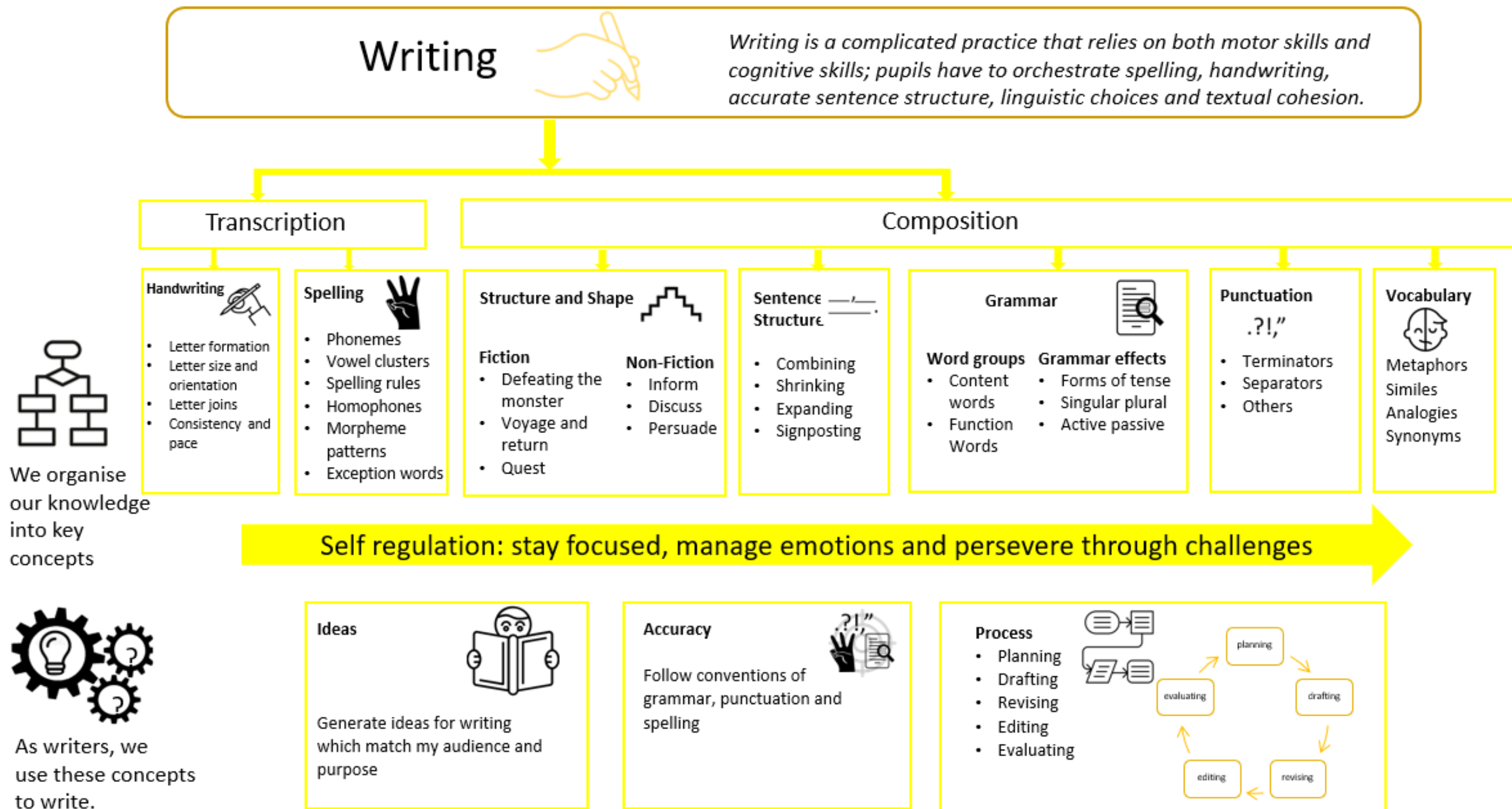


**Disciplinary concepts (whole text):**




## The Structure of Writing

At Marden Vale, we want to expose the structure of our subjects to our children to aid them in organising and connecting their newly acquired substantive knowledge, supporting them to 'stick' this knowledge to their developing schema. Below is a graphical representation of the structure of writing at Marden Vale.

















Progression in Key concepts: Transcription







 **Spelling:**  
At Marden Vale we build solid foundations in spelling through our systematic, synthetic phonics teaching programme, Little Wandle Letters and Sounds Revised. This supports children to make plausible spelling choice based on predictable patterns. Our progression model is based on the national curriculum requirements for each milestone, with the specific substantive knowledge laid out. It is organised into the common spelling challenges that pupils face in order to support our most vulnerable learners to understand the structure of spelling and build their schema of knowledge of spelling. **Children are expected and held account for accurate use of phoneme-grapheme correspondence in letter sounds taught.**

**Marden Vale Sounds Chart**  
Marden Vale follow the Little Wandle Letters and Sounds Revised SSP and use the ‘Grow the Code’ sounds chart.

Grow the code grapheme mat      Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat      Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo  ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh  su si	

\*depending on regional accent

Spelling	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Phonemes</b> (individual sounds in words and their grapheme correspondence)</p> <p><b>Bold words on are on the word lists</b></p> <p><b>Bold sentences are generalisations</b></p>	<ul style="list-style-type: none"><li>Know the graphemes and apply them to spelling for:</li></ul> <p>Autumn 1: s a t p i n m d g o c k c k e u r h b f l</p> <p>Autumn 2: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"><li>words with –s /s/ added at the end (hats sits)</li><li>words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li></ul> <p>Spring 1: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"><li>words with double letters</li><li>longer words</li></ul> <p>Spring 2: Review Phase 3</p> <ul style="list-style-type: none"><li>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li><li>words with s /z/ in the middle</li><li>words with –s /s/ /z/ at the end</li><li>words with –es /z/ at the end</li></ul> <p>Summer 1: Short vowels with adjacent consonants</p> <ul style="list-style-type: none"><li>CVCC CCVC CCVCC CCCVC CCCVCC</li><li>longer words and compound words</li><li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li></ul> <p>Summer 2: Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"><li>CVCC CCVC CCCVC CCV CCVCC</li><li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li><li>longer words</li></ul>	<ul style="list-style-type: none"><li>Know the graphemes and apply them to spelling for:</li></ul> <p>Autumn 1: Review Phase 3 and 4 Phase 5</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Autumn 2: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Spring 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Spring 2: /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Summer 1: Phonics Screening Check Review (No new GPCs)</p>	<ul style="list-style-type: none"><li>Spell words with alternative j ‘-ge’, ‘-dge’ and ‘g’ <i>e.g. village, badge, giant</i></li><li>Spell words with the s sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ <i>e.g. city, celery</i></li><li>Spell words with the /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know, knee, gnat, gnaw</li><li>Spell words ending in le e.g. table, apple, bottle, little, middle</li><li>Spell words with ‘-wr’ at the beginning</li><li>Spell words with the zh sound spelt ‘s’ e.g. television, treasure</li><li>Spell words ending in ‘-tion’</li><li>Spell words with alternative ‘l’ at the end: ‘el’ ‘-al’ ‘-il’, ‘a’ before ‘l’ and ‘ll e.g. chalk, hall, camel, tunnel, metal, pedal, pencil, fossil</li></ul>	<ul style="list-style-type: none"><li>Use the first two or three letters of a word to check its spelling in a dictionary</li><li>Spell the soft c sound spelt ‘ce/ci’, <b>bicycle, centre, century, certain, circle, decide, exercise, medicine, recent, experience, notice, sentence, increase, promise, purpose, accident(ally),</b></li><li>Spell the ‘zhure’ sound (e.g. pleasure, treasure including pressure)</li><li>Spell the ‘chure’ sound (e.g. furniture, picture)</li><li>Spell the ‘k’ sound spelt ‘ch’ (e.g. scheme, chorus, from Greek)</li><li>Spell the ‘sh’ sound spelt ‘ch’ (e.g. chef, chalet, from French)</li></ul>	<ul style="list-style-type: none"><li>Use the first two or three letters of a word to check its spelling in a dictionary</li><li>Spell the ‘g’ sound spelt ‘gue’ (e.g. tongue, vague – from French), <b>gu guard guide, g grammar, group, regular</b></li><li>Spell the ‘k’ sound spelt ‘que’ (e.g. plaque, unique – from French)</li><li>Spell the ‘s’ sound spelt ‘sc’ (e.g. science, fascinate)</li><li>Spell the ‘shun’ sound spelt ‘cian’, ‘tion’, ‘sion’ including question, <b>mention, position, possession, question</b></li></ul>	<ul style="list-style-type: none"><li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Also, use a thesaurus.</li><li>Spell some words with ‘silent’ letters</li><li>Spell the ‘shus’ sound spelt ‘-tious’, ‘-cious’ including <b>conscious (conscience)</b></li><li>Spell the ‘shul’ sound spelt ‘-cial’ and ‘-tial’</li></ul>	<ul style="list-style-type: none"><li>Spell words with the ‘j’ sound, including <b>language, average, exaggerate, privilege, prejudice</b></li><li>Spell words with the ‘sh’ sound, including <b>ancient, especially, sufficient, competition, explanation, conscience, conscious, profession, appreciate</b></li><li>Spell further words with a soft ‘c’ spelt ‘ce’ including <b>cemetery, criticise</b>, certificate, celebrate, <b>necessary, sincere</b>, December, <b>sacrifice, hindrance, nuisance, prejudice</b></li></ul>



		<p>Summer 2: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <ul style="list-style-type: none"><li>• <b>The vowel letters are: a, e, i, o, u. All other letters are consonants.</b></li></ul>					
<p><b>Vowel Clusters</b> (building simple words with structure cvc) <b>Bold words on are on the word lists</b></p>	<ul style="list-style-type: none"><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul>	<ul style="list-style-type: none"><li>• Spell words containing each of the 40+ phonemes already taught</li><li>• Use letter names to distinguish between alternative spellings of the same sound</li></ul>	<ul style="list-style-type: none"><li>• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.</li><li>• Spell words with the i sound spelt ‘y’ at the end of words e.g. cry, sky, shy</li><li>• Spell words with the ee sound spelt ‘-ey’ at the end of words e.g. donkey</li><li>• Spell words with the o sound spelt ‘a’ after ‘w’ and ‘qu’ e.g. watch, squash</li><li>• Spell words with ‘ar’ after ‘w’ e.g. war, warm, warn</li><li>• Spell words with the u sound spelt ‘o’ e.g. none, mother</li><li>• Spell words with the er sound spelt ‘or’ after ‘w’ e.g work, worm, world</li></ul>	<ul style="list-style-type: none"><li>• Spell ‘ay’ sound graphemes – ‘ay’, ‘ai’, ‘eigh’, ‘ey’, ‘ei’, including: <b>straight, eight, eighth, reign, weight, separate, favourite, potatoes</b></li><li>• Spell ‘u’ sound spelt ‘ou’ (e.g. young, country, <b>enough</b>)</li><li>• Spell ‘ew’ sound graphemes: ough – <b>through</b>, ui- <b>fruit, bruise</b> ou – <b>group</b></li><li>• Spell o-e sound graphemes: <b>suppose</b>, ough <b>though, although</b> o <b>notice.</b></li><li>• Spell or sound graphemes <b>forward, important, ordinary</b>, ‘ough’, including <b>thought, ‘augh’ caught, naughty</b>, exceptions: <b>quarter</b> and <b>therefore</b></li><li>• Spell ‘ee’ sound graphemes ‘ea’ <b>breathe</b>, ‘ie’ believe, ‘e-e’ <b>extreme, complete</b>, ‘i’ <b>material, peculiar, various</b>, ‘y’ <b>library</b></li></ul>	<ul style="list-style-type: none"><li>• Spell the ‘er’ sound spelt ‘ear’ including <b>earth, heard, learn, early</b>, ir – <b>circle</b>, ur – <b>purpose, surprise</b>, er – <b>perhaps, remember, quarter</b>, re – <b>centre</b>, ar – <b>grammar, peculiar, particular, popular, regular, calendar, soldier</b></li><li>• Spell the ‘i’ sound spelt ‘y’ (e.g. myth, <b>bicycle</b>, gym, including <b>symbol</b>, system, rhythm, physical) ‘ui’ <b>build</b>, ‘u’, <b>busy, business, minute</b></li></ul>	<ul style="list-style-type: none"><li>• Spell the ‘ee’ sound spelt ‘ei’ after c including <b>achieve, convenience, mischievous</b></li><li>• Spell ee sounds committee, guarantee, ‘y’, <b>accompany, category, cemetery, community, controversy, curiosity, dictionary, especially, forty, frequently, identity, opportunity, secretary, sincerely, variety</b></li><li>• Spell words which include the grapheme ‘ough’ including <b>thorough</b></li><li>• Spell the ‘or’ sound spelt ‘or’ including <b>forty, category, according, opportunity, foreign</b></li></ul>	<ul style="list-style-type: none"><li>• Use dictionaries to check the spelling and meaning of words</li><li>• Spell words with silent letters including <b>yacht, rhyme, rhythm, twelfth</b></li><li>• Spell ee sounds ‘e’ <b>appreciate, convenience, frequently, immediately, vehicle</b> ‘i’ <b>familiar, pronunciation</b></li><li>• Spell er sounds ‘er’ <b>determined, interfere, shoulder</b>, ‘eur’ <b>amateur</b>, ‘our’ <b>neighbour</b></li></ul>
<p><b>Spelling Rules</b> (common spelling patterns)  <b>Bold words on are on the word lists</b></p>		<ul style="list-style-type: none"><li>• Add suffixes ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before</li><li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li></ul>	<ul style="list-style-type: none"><li>• Double consonants</li><li>• Spell words with contracted forms</li><li>• Learn the possessive apostrophe (singular) e.g. the girl’s book</li><li>• Add suffixes ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel letter</li><li>• Add suffixes ‘-es’ to nouns/verbs ending in ‘y’</li></ul>		<ul style="list-style-type: none"><li>• Plural nouns of words ending in ‘o’.</li><li>• Spell some words with silent letters including <b>island, knowledge, build, guard, answer, guide, surprise, February, often</b></li><li>• Place the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s)</li></ul>		

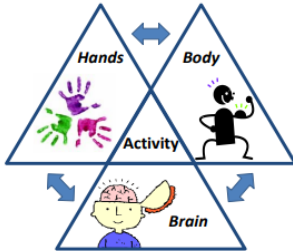
Spelling	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Homophones (words that sound the same but have different meanings)			<ul style="list-style-type: none"><li>Spell many homophones e.g. blue/blew, one/won, sea/see, to/too/two</li><li>Distinguish between homophones and near-homophones e.g. quiet/quite, night/knight, there/their/they're</li></ul>	<ul style="list-style-type: none"><li>Spell further homophones and understand their meanings</li><li>Spell further homophones and understand their meanings including mail/male, hear/here, its/it's, heel/heal/he'll, whose/who's, knot/not, meat/meet, missed/mist, rain/rein/reign, ball/bawl, ate/eight, fair/fare, break/brake</li></ul>	<ul style="list-style-type: none"><li>Spell further homophones Spell further homophones including medal/meddle, affect/effect, accept/except, weather/whether, plain/plane, great/grate, scene/seen, berry/bury, piece/peace, groan/grown, main/mane</li></ul>	<ul style="list-style-type: none"><li>Spell homophones and near homophones and explore their meaning including aisle/isle, aloud/allowed, alter/altar, cereal/serial, bridal/bridle, past/passed, esert/dessert, profit/prophet, scent/ assent, dissent/descent</li></ul>	<ul style="list-style-type: none"><li>Continue to distinguish between homophones and other words which are often confused</li><li>Spell near homophones that end in ce/se (e.g. advice/advise and practice/practise)</li></ul>
Morpheme Patterns (word parts – e.g. words roots, prefixes and suffixes)		<ul style="list-style-type: none"><li>Spell the days of the week</li><li>Use the prefix un–</li><li>Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li></ul>	<ul style="list-style-type: none"><li>Add suffixes to spell longer words, including –ly, –ment, –ness</li><li>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</li><li>Words ending in -tion e.g. station, fiction, motion, national, section</li></ul>	<ul style="list-style-type: none"><li>Form nouns using prefixes e.g. super, anti, auto</li><li>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble.</li><li>Add suffixes beginning with vowels to words of more than one syllable (e.g. forget/forgetting, limit/limiting)</li><li>Use the prefixes mis-, dis-, un- and understand how to add them</li><li>Add the suffix -ly to form adverbs including <b>probably</b>, particularly, peculiarly, possibly, quarterly, ordinarily, <b>occasionally</b>, <b>regularly</b>, <b>accidentally</b>, <b>differently</b>, <b>completely</b>, <b>naturally</b> <b>actually</b>, frequently</li></ul>	<ul style="list-style-type: none"><li>Use further prefixes and understand how to add them: re-, sub-, auto-, inter- (including interrupt, interfere), anti-</li><li>Use further prefixes and understand how to add them: ir- (including irregular), il-, im- (including important, impossible), in- (including incomplete)</li><li>Add suffix '-ation' to make a verb a noun including: <b>consideration</b>, <b>continuation</b>, <b>experimentation</b>, <b>imagination</b>, <b>variation</b> (<b>various</b>)</li></ul>	<ul style="list-style-type: none"><li>Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-', 'de-', 'mis-', 'over-' and 're-'</li><li>Convert adjectives to verbs using suffixes –ate,-ise,-ify, -en,</li><li>Convert nouns or verbs into adjectives using suffixes -ful, -ive, -al including: <b>environmental</b>, <b>interruptive</b>, <b>persuasive</b> (<b>persuade</b>), <b>physical</b></li><li>Use the prefixes de-, re-, and over-,</li><li>Word families based on common words, showing how words are related in form and meaning (morphology)</li><li><i>ment – <b>parliament</b>, <b>government</b>, <b>equipment</b>, <b>environment</b> etc.</i></li><li>Use of the hyphen to join a prefix to a root word e.g. co-ordinate, re-enter.</li></ul>	<ul style="list-style-type: none"><li>Spell words ending in '-ance' and '-ence' including <b>hindrance</b></li><li>Spell words ending in '-ible' and '-able'</li><li>Add suffixes to words ending in '-fer'</li><li>Use knowledge of etymology in words</li><li>Recognise how words are related by meaning as synonyms and antonyms</li><li>Explore and accurately use word families based on common words, showing how words are related in form and meaning (morphology), including:<ul style="list-style-type: none"><li><i>Temp - <b>Temperature</b>, <b>temper</b>, <b>temperament</b>, <b>tempered</b> etc.</i></li><li><i>Vary – <b>variety</b>, <b>variation</b>, <b>varied</b>, <b>variable</b>, <b>variance</b> etc.</i></li><li><i>Gest – <b>suggest</b>, <b>digest</b>, <b>gestation</b>, <b>congestion</b> etc.</i></li><li><i>Light – <b>lightning</b>, <b>daylight</b>, <b>enlightening</b>, <b>twilight</b> etc.</i></li><li><i>Acc – <b>accommodate</b>, <b>accompany</b>, <b>according</b>, <b>access</b>, <b>accuse</b>, <b>accomplish</b>, <b>accumulate</b> etc.</i></li><li><i>Sign – <b>signature</b>, <b>design</b>, <b>assign</b>, <b>significant</b>, <b>resignation</b>, <b>resign</b>, <b>assignment</b>, <b>signal</b></i></li><li><i>Gram – <b>programme</b>, <b>telegram</b>, <b>diagram</b>, <b>hologram</b>, <b>grammar</b>, <b>parallelogram</b> etc.</i></li><li><i>Comm – <b>committee</b>, <b>communicate</b>, <b>community</b> etc.</i></li><li><i>Velop – <b>develop</b>, <b>envelop</b>, etc.</i></li></ul></li></ul>
Exception Words	<p>Read and spell tricky words:</p> <p>Autumn 1: is, I, the</p> <p>Autumn 2: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of ,we, me, be</p> <p>Spring 1: was, you, they, my, by, all, are, sure, pure</p> <p>Spring 2: Review</p>	<p>Read and spell tricky words:</p> <p>Autumn 1: Review tricky words phase 2-4 (EY).</p> <p>Autumn 2: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want</p> <p>Spring 1: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work</p>	<p>Read and spell the Year 2 common exception words:</p> <ul style="list-style-type: none"><li>find, kind, mind, behind, child, children, wild, climb, door, floor, poor, because, most, only, both, old, gold, hold, told, every, everybody, Christmas, Mr, Mrs, people</li><li>most, only, both, could, would, should, move, prove, improve, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class grass, pass, plant, path, bath</li></ul>	<ul style="list-style-type: none"><li>Spell words that are often misspelt that contain double consonants: <b>address</b>, <b>appear</b>, <b>arrive</b>, <b>disappear</b>, <b>opposite</b>, <b>pressure</b></li></ul>	<ul style="list-style-type: none"><li>Spell words that are often misspelt: <b>breath</b>, <b>describe</b>, <b>famous</b>, <b>heart</b>, <b>height</b>, <b>history</b>, <b>interest</b>, <b>length</b>, <b>promise</b>, <b>special</b>, <b>strange</b>, <b>strength</b>, <b>woman</b>, <b>women</b></li></ul>	<ul style="list-style-type: none"><li>Spell words that are often misspelt that contain double consonants: <b>aggressive</b>, <b>apparent</b>, <b>attached</b>, <b>correspond</b>, <b>embarrass</b>, <b>excellent</b>, (<b>guarantee</b>), <b>harass</b>, <b>marvellous</b>, <b>occupy</b>, <b>occur</b>, <b>recommend</b></li></ul>	<ul style="list-style-type: none"><li>Spell words that are often misspelt: <b>available</b>, <b>awkward</b>, <b>bargain</b>, <b>definite</b>, <b>desperate</b>, <b>disastrous</b>, <b>existence</b>, <b>leisure</b>, <b>lightning</b>, <b>muscle</b>, <b>queue</b>, <b>recognise</b>, <b>relevant</b>, <b>restaurant</b>, <b>stomach</b>, <b>symbol</b>, <b>system</b>, <b>vegetable</b></li></ul>

	Summer 1: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out today  Summer 2: Review	Spring 2: once, laugh, because, I  Summer 1: No tricky words  Summer 2: busy, beautiful, pretty, hour, move, improve, parents, shoe	<ul style="list-style-type: none"><li>hour, move, prove, improve, sure, sugar, eye, could, would, who, whole, any, many, clothes, busy, water, again, half, money</li></ul>				
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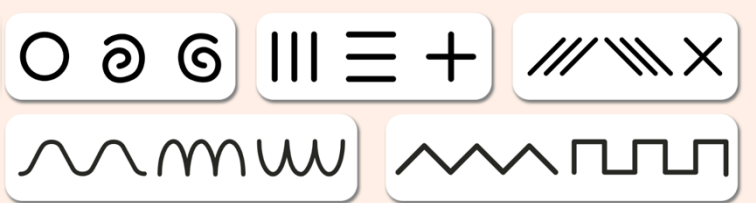
**Handwriting:**



At Marden Vale we build solid foundations in letter formation using the Letter-join scheme from Early Years . This supports children to become accurate, fluent writers. **We recognise that children need to practise handwriting under the guidance of an adult to ensure accuracy and avoid habits which will be difficult to undo later. Children are expected and held account for accurate letter formation, including size, orientation and relationship to the line.** Once accuracy is achieved, children are taught to become faster fluent writers through considering their sizing and orientation before learning how to accurately join and write at speed legibly.

	EY pre-writing	EY - handwriting	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Our youngest pupils are taught and practise handwriting during formal teaching and continuous provision. This will include:</p> <ul style="list-style-type: none"><li>Enhancing gross motor skills e.g. air-writing, pattern-making and physical activities</li><li>Exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads etc.</li></ul> <p>Motor learning includes:</p> <ul style="list-style-type: none"><li>Shape formation</li><li>Directionality</li><li>Fluidity of movement</li><li>Pressure control</li><li>Fine motor skills</li><li>Pencil grip</li></ul> <p>To assist in readiness for handwriting, we ensure that children make progress through the developmental continuums for: fine motor skills / scissor skills / pre-writing skills (which includes hand preference).</p> <p>Fine motor skills</p> <p>THE BUILDING BLOCKS</p> <p>The Brain:</p> <ul style="list-style-type: none"><li>Concentrates on an activity</li><li>Comes up with a plan and passes this on to the body</li><li>Checks to see if the plan worked</li><li>Problem solves if the plan did not work</li><li>Stores all this information so it can be used next time</li></ul> <p>The Hands:</p> <ul style="list-style-type: none"><li>Work as a team, with a “doing hand” and a “helping hand” (hand dominance)</li><li>Have strong muscles in the hands and fingers</li><li>Work with precision and control</li></ul> <p>The Body:</p> <ul style="list-style-type: none"><li>Maintains a good, steady posture to support the hands<ul style="list-style-type: none"><li>A <b>separate handout</b> is available on posture and seating</li></ul></li><li>Has strong muscles, especially in the shoulders and tummy</li><li>Has “staying power” (stamina / endurance)</li></ul> <p>These include:</p>	<p>Explicit handwriting instruction is built on children’s early movement and coordination skills, and their security in the pencil control concepts of shape formation, shape manipulation, directionality, fluidity of movement, fine motor skills, pressure control and pencil grip.</p> <p><b>Introducing a grapheme – the core components</b></p> <p>When introducing a grapheme, there are core components which are recommended for practitioners to consider as part of their planning for learning, teaching and assessment:</p> <ul style="list-style-type: none"><li><b>Phoneme/ grapheme correspondence</b> Children need to know what the grapheme represents, supporting them to make the connection between the phoneme and the grapheme(s) which represent the phoneme. Children also need to understand why we learn to form the graphemes.</li><li><b>Thinking-Looking-Doing</b> During the cognitive stage of forming graphemes children need to have the opportunity to develop their knowledge and understanding of the shape formation and direction concepts which are associated with forming the grapheme.</li><li><b>Vertical and horizontal planes</b> Children need to develop their understanding of letter formation in the vertical and horizontal planes, transferring their knowledge and understanding of shape formation and direction concepts across both planes.</li><li><b>Mindful practice</b> Children need to have the opportunity to practise letters mindfully, reflecting on their letter formation each time they form a letter during the associative stage. Children require mindful practice of forming letters for their letter formation to become automatic.</li></ul> <p>As long as children have developed secure pencil control concepts as a foundation to the explicit teaching of graphemes, schools can use their professional judgement, as well as being informed by handwriting programmes, as to the order in which the graphemes are taught.</p> <ul style="list-style-type: none"><li>Know the handwriting position:<ul style="list-style-type: none"><li>Feet flat on the floor</li><li>Bottom at the back of the chair</li><li>Body one fist from the table</li><li>Shoulders down and relaxed</li><li>Back leaning forward slightly</li><li>Non-writing hand holding the page</li><li>Writing hand ready in tripod grip</li><li>Elbow support to prevent sloping.</li></ul></li><li>Form all lower-case letters of the alphabet accurately on plain paper and whiteboards.</li></ul>	<ul style="list-style-type: none"><li>sit correctly at a table, holding a pencil comfortably and correctly</li><li>form lower-case letters in the correct direction, starting and finishing in the right place</li><li>form capital letters</li><li>form digits 0-9</li><li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these:<ul style="list-style-type: none"><li>a d g o c q</li><li>u y</li><li>b p.</li></ul></li></ul>	<ul style="list-style-type: none"><li>form lower-case letters of the correct size relative to one another</li><li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li><li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>use spacing between words that reflects the size of the letters</li></ul>	<ul style="list-style-type: none"><li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li><li>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li></ul>	<ul style="list-style-type: none"><li>write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>choosing the writing implement that is best suited for a task</li><li>adapt their handwriting for a range of tasks and purposes to create different effects.</li></ul></li></ul>		
								



	<ul style="list-style-type: none"> <li>○ Strengthening work</li> <li>○ Skill building activities</li> <li>○ Speed work</li> </ul> <p>Children should be secure with these individual strokes before putting the strokes together to form individual graphemes.</p> 	<ul style="list-style-type: none"> <li>• <b>Know</b> where to place the letters on the writing line according to their letter family.</li> <li>• To <b>write</b> (formed letters correctly) in a range of writing contexts, so not just when writing in SSP lessons</li> <li>• To <b>apply</b> correct letter formation of all letters.</li> </ul>				
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#### Teaching of handwriting (please refer to the school's letter formation and handwriting progression plan)

EY: careful planning underpins both the teaching, deliberate practice of and further, more autonomous practise in pre-writing strength, skills and speed build up. These add to and unite with letter formation learning. Letter formation and effective handwriting skills are taught, practised and errors corrected as part of the daily phonics sessions and through additional adult supervised provision. Those children needing more adult guidance and/or practise are supported. Teachers consciously consider their handwriting.

Y1: Letter formation and effective handwriting skills are taught, practised and errors corrected as part of the daily phonics sessions and through additional adult supervised provision. Those children needing more adult guidance and/or practise are supported. The build-up of writing in English lessons, is small steps, so children have further opportunities to become accurate and fluent in both letter formation and handwriting skills. Teachers consciously consider their handwriting during model write sessions.

Y2: Letter formation and effective handwriting skills are taught, practised and errors corrected as part of the handwriting sessions. The build-up of writing in English lessons, is small steps, so children have progressive opportunities to apply fluency in handwriting, so that they gain an effective and automatic script. Teachers consciously consider their handwriting during model write sessions.

KS2: Handwriting is taught, practised and errors corrected as part of handwriting and writing lessons in KS2. Teachers consciously consider their handwriting during model write sessions. Pupils are held to account for the quality of their handwriting script.

Children are enabled at all levels to be metacognitive during handwriting tasks, planning their approach through the use of learnt rhymes and visual cues followed by monitoring and evaluating their handwriting. Example of metacognitive questions they might consider are:



- How would you rate your handwriting here?
- Circle your best word for me ..
- Can any letters be improved?
- Are your letters the right size?
- Are your ascenders / descenders the same length?
- Where is it best to start writing this letter?
- What letter/s have you made the most clear?


### Progression in Disciplinary concepts (whole text):

Writing requires children to have accuracy into fluency with a growing body of knowledge, so that they apply with automaticity this knowledge through the skill of writing. Writing requires mastering many components (transcription to allow access) handwriting, spelling; and (composition to allow generation) sense of sentence, punctuation, grammar, idea generation, text and genre understanding etc. Whole text understanding and vocabulary acquisition is crucial in developing a deep understanding of narrative and other writing purposes.

- At Marden Vale CE Academy, we want all our children to become successful and confident writers. From the beginnings of EYFS through to the end of Year 6 the children develop their writing skills through immersion in high quality key texts and visual units (through Jane Considine ‘The Write Stuff’ and Talk For Writing). At the end of each unit of work the children are expected to produce high quality independent writing. Generating ideas can be challenging for pupils from disadvantage backgrounds whose background knowledge on which to draw may not be as secure or vast as others. We need to explore this with the children and address this deficit within our planning of writing spines.
- **The National Curriculum is very clear on what is to be taught/learned:**
  - **Y1 sentences, short narrative**
  - **Y2 writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes**
  - **Y3/4 narratives / non-narrative material. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.**
  - **Y5/6 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own – narratives and in using further organisational and presentational devices to structure text and to guide the reader.**
- Children are taught writing knowledge in small steps, paying attention to the need to deliberately practice these small steps in the journey of knowledge build-up throughout EY and KS1. At these early stages of writing, children need precise, real-time feedback to ensure accuracy, which in turns forms correct writing habits. Children by Y2 need to be fluent in transcription. Teaching – learning – practising with accuracy is vital, and this knowledge needs to be specific enough to be mastered without cognitive overload. Teachers and children need to ensure accuracy in order to convey meaning to our readers and communicate effectively. At Marden Vale CE Academy, we use a mastery lesson design which uses guided practice with assessment for learning to support children in **accuracy** before applying in the independent part of the lesson. Guided Practice is fundamentally important in providing for those children who need it, additional gap-filling teaching and/or more deliberate (adult-guided) practise. In the moment feedback is key in modelling to pupils how to progress in their **accuracy**.
- The **process** of writing needs explicit teaching and modelling to pupils with thoughtful small steps built up over a sequence of lessons to support more novice writers, in order that pupils will be able to write independently with success. It is vital that specific teaching, time to practice and master is given in EY and KS1 (especially EY and Y1) to secure each of the elements of transcription so that children are building knowledge and skills, can talk about what they know and don’t know and are starting to notice errors. It is vital that adult feedback about writing crafts pupil’s response, rather than adult direction (task completion).

In terms of understanding a text - this starts in EY with lots of talk! It is vital that all children can clearly and with appropriate vocabulary talk about a book and its contents. Attention in the EY must be paid to all children acquiring book-related vocabulary, the language associated with books, and most especially stories. This secure language base will serve them well as they learn to read and to write. Then, alongside this, the systematic teaching and practising of transcription – letter formation, handwriting and phoneme-grapheme correspondence. Dictation can be used to secure early writing so that cognitive load centres on accuracy in these key elements of writing. In both EY and Y1, both planning and teaching must pay attention to how vocabulary/language is built up (spoken language) and how early writing (simple, known letter-sound correspondences) is secured. The two will likely be separate, as children will not possess the breadth and depth of phonics/spelling pattern knowledge to spell more complex words. Children in EY and Y1 must write what they know, using the phoneme-grapheme correspondences systematically and building this base over time. Although close parameters will be kept on what early writers write, that doesn’t mean they are prevented from writing a word which they can’t accurately spell yet. Children, when wanting to write an unknown, unfamiliar word, must use their phonetic knowledge to attempt a best fit.

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Ideas</b>  Generate ideas for writing which match my audience and purpose  <b>Narrative</b>	<ul style="list-style-type: none"> <li>Show understanding through spoken language of narrative by naming main characters and key events.</li> </ul>	Narrative, know that: <ul style="list-style-type: none"> <li>Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>The main participants are human or animal.</li> <li>‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> <li>Sequencing sentences to form short narratives.</li> <li></li> </ul>	Narrative, know that: <ul style="list-style-type: none"> <li>Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>The main participants are human or animal, simply developed as either good or bad characters</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</li> <li>Poetry</li> </ul>	Narrative, know that: <ul style="list-style-type: none"> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> <li>Poetry</li> </ul>	Narrative, know that: <ul style="list-style-type: none"> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</li> <li>Poetry</li> </ul>	Narrative, know that: <ul style="list-style-type: none"> <li>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.</li> <li>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>Poetry</li> </ul>	. Narrative, know that: <ul style="list-style-type: none"> <li>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.</li> <li>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>Poetry</li> </ul>
	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Verbally explain the difference between books that tell stories and those that give information.</li> <li>To know that labels tell us what the object is.</li> <li>Lists tell us what is needed.</li> </ul>	Summer Term: <ul style="list-style-type: none"> <li>To know that instructions detail how something is done through a series of sequenced steps</li> <li>To know that recounts retell events.</li> </ul>	<ul style="list-style-type: none"> <li>Writing to inform e.g. instructions, recount, fact file</li> <li>To know that non-chronological reports describe the way things are.</li> </ul>	<ul style="list-style-type: none"> <li>Writing to inform and p</li> <li>To know that explanations explain processes or how something works</li> </ul>		To know that persuasive texts argue the case for a point of view or attempt to convince the reader. Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points and underlining	To know that discussions present arguments and information from differing viewpoint. Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points and underlining
<b>Transcription Accuracy</b>  Follow conventions of grammar, punctuation and spelling	Be accurate in: <ul style="list-style-type: none"> <li>Letter formation (starting point / directionality)</li> <li>Word building (spelling) using known graphemes (linked to phonics taught) and EY CEW</li> <li>Finger spacing between words</li> <li>Simple sentence – capital letter and full stop</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Letter formation (size/orientation)</li> <li>Spelling using known graphemes (linked to phonics taught) and key CEW...see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Finger spacing between words</li> <li>Simple sentence building</li> <li>Capital letters and terminator punctuation</li> <li>Sense of a simple sentence (conveys one chunk of info).</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Punctuation .?! , “” &amp; sentence construction</li> <li>Handwriting – letter size, directionality with joins, orientation, lower and upper case &amp; spacing in line with size of letters</li> <li>Spelling using known graphemes (linked to phonics and spelling patterns taught) and CEW...see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Consistent tense</li> <li>Sense of information being conveyed through sentence, i.e. a simple sentence = one chunk of info, a compound sentence two chunks of info.</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Punctuation .?! , “” ‘</li> <li>Handwriting - joined script</li> <li>Spelling using know spelling knowledge and strategies taught... see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Use of pronouns and tense</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Punctuation .?! , “” ‘</li> <li>Handwriting - joined script</li> <li>Spelling using know spelling knowledge and strategies taught... see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Use of pronouns and tense</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Punctuation .?! , “” ‘ ( ) : ; - ...</li> <li>Handwriting – legible, fluent and increasing in speed script</li> <li>Spelling using know spelling knowledge and strategies taught... see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Use of tense to support cohesion</li> </ul>	Be accurate in: <ul style="list-style-type: none"> <li>Punctuation .?! , “” ‘ ( ) : ; - ...</li> <li>Handwriting – legible, fluent and increasing in speed script</li> <li>Spelling using know spelling knowledge and strategies taught...see <a href="#">NC English Appendix 1 - spelling</a></li> <li>Use of tense to support cohesion</li> </ul>

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Process</b>  <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> </ul>	By the summer term, all children can draw upon their own knowledge base to: <ul style="list-style-type: none"> <li>Orally sequence at least 5 words into a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose a sentence, repeating it out loud and counting the words before writing it</li> </ul>	<ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write in small groups of sentences.</li> <li>Write down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing and recording ideas in sections / groups.</li> <li>Draft and write by composing and rehearsing sentences orally</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing and recording ideas including vocabulary and grammar effects in paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>Plan writing, drawing on knowledge of structure and shape of genres, by discussing and recording ideas across paragraphs</li> </ul>	

<ul style="list-style-type: none"><li>• Revising</li><li>• Editing</li><li>• Evaluating</li></ul>	<ul style="list-style-type: none"><li>• Practise counting the words in a sentence so that they can remember it.</li><li>• Practise repeating the sentence to hold it in memory until the point of writing.</li><li>• Say a complete sentence aloud before writing.</li><li>• Edit with a teacher to apply knowledge of misspelt words.</li><li>• Understand that writers read and re-read their writing to check it makes sense.</li><li>• Re-read a sentence to check it makes sense.</li></ul>	<ul style="list-style-type: none"><li>• Discuss what they have written with the teacher or other pupils.</li><li>• Edit for accuracy with scaffolded cues</li><li>• Re-read what they have written to check that it makes sense.</li></ul>	<ul style="list-style-type: none"><li>• Make simple additions and revisions by evaluating their writing with adults and peers.</li><li>• Edit for accuracy with scaffolded cues</li><li>• Re-read what they have written to check that it makes sense and that verbs to indicate time are used correctly and consistently.</li><li>• Proof-reading to check for errors in spelling, grammar and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others’ writing and suggest revisions.</li><li>• Edit for accuracy and consistency..</li><li>• Re-read what they have written to check that it makes sense</li></ul>	<ul style="list-style-type: none"><li>• Draft and write by composing and rehearsing sentences orally</li><li>• Assess the effectiveness of their own and others’ writing and suggest revisions.</li><li>• Edit for accuracy and consistency with cues at editing anchor points.</li><li>• Re-read what they have written to check that it makes sense</li></ul>	<ul style="list-style-type: none"><li>• Noting and developing initial ideas drawing on reading and research where necessary</li><li>• Draft and write by composing and rehearsing sentences orally evaluating the impact of different vocabulary, grammar effects and sentence types on the reader.</li><li>• Assess the effectiveness of their own and others’ writing and suggest revisions.</li><li>• Edit for accuracy and consistency with cues at editing anchor points.</li><li>• Re-read what they have written to check that it makes sense and proofread for punctuation and spelling errors.</li></ul>
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## Progression in Key concepts: Composition



### Structure and Shape:

- At Marden Vale CE Academy, we write to entertain, inform, persuade and explain. We use different narrative structures to teach narrative writing using a range of plots and ideas to imitate and manipulate. To aid our writing we follow Jane Considine 'The Write Stuff' which utilises sentence stacking lessons and experience days. These sentence stacking lessons clearly and efficiently teach the National Curriculum requirements for writing. This units integrate the three zones of writing; ideas, tools and techniques.

Structure and Shape:	EY	Year 1 Narrative Instructions, Recount	Year 2 Narrative Report	Year 3 Narrative Recount, Report, Explain	Year 4 Narrative Recount, Report, Explain,	Year 5 Narrative Recount, Report, Explain, persuade	Year 6 Narrative Recount, Report, Explain, persuade and argue
	<ul style="list-style-type: none"> <li>Orally, being able to retell stories with a beginning middle and end and include key details.</li> <li>Ask and answers questions about setting, characters and events.</li> <li>Explains who is speaking at various points throughout the story.</li> <li>To orally use sequencing words, e.g. 'first, next'.</li> <li>Use talk to draw conclusion; explain effects; speculate and make predictions</li> </ul>	<p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Simple narratives and are told/ written in first or third person and past tense.</li> <li>Events are sequenced to create texts that make sense.</li> <li>Order some events using number/time indicators e.g. Then I had lunch.</li> </ul> <p>Instructions, know that:</p> <ul style="list-style-type: none"> <li>Begin by defining the goal or desired outcome.</li> <li>List materials needed in order</li> <li>Have sequenced steps to achieve the goal</li> <li>May contain diagrams and illustrations.</li> </ul> <p>Recount, know that:</p> <ul style="list-style-type: none"> <li>Begin by setting the scene.</li> <li>Sequence events in the order they happened</li> <li>Finish with closing statement.</li> </ul>	<ul style="list-style-type: none"> <li>Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction</li> <li>Order some events using number/time indicators e.g. Then I had lunch.</li> </ul> <p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Narratives and retellings are told/ written in first or third person and past tense</li> <li>Events are sequenced to create texts that make sense.</li> </ul> <p>Non-chronological reports, know that:</p> <ul style="list-style-type: none"> <li>Begin an opening statement.</li> <li>Information organised to help the reader make sense of it with main ideas grouped together.</li> </ul>	<ul style="list-style-type: none"> <li>Content makes sense throughout a piece.</li> <li>Begin to understand what a paragraph is and show ideas grouped together in most pieces of writing</li> <li>Use headings and subheadings to group ideas</li> <li>Strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points)</li> <li>Write sentences that use adverbial phrases to signal 'when' e.g. later that day, as dawn broke.</li> <li>Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...</li> <li>Closing signalled in narrative and non-fiction, e.g. eventually..., ultimately...</li> </ul> <p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally present tense.</li> <li>Narratives, create settings, characters and plot.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> </ul>	<ul style="list-style-type: none"> <li>Start a new paragraph to organise ideas around a theme.</li> <li>Write sentences that are developed on from previous sentences to form a group of connected / related ideas.</li> <li>Write personification of weather sentences, (the rain wept down the window).</li> <li>Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.</li> </ul> <p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally present tense.</li> <li>Narratives, create settings, characters and plot.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	<ul style="list-style-type: none"> <li>Start new paragraphs to show changes in time, place, event or person.</li> <li>Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly.</li> <li>Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points</li> <li>Create different emphasis in sentences through word order and noun phrases</li> <li>Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g. secondly</li> <li>Mix short and long sentences to change, accelerate or show pace for reader.</li> </ul> <p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally.</li> <li>Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul> <p>Persuasive texts, know that:</p> <ul style="list-style-type: none"> <li>Begin with an opening which states the position.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrases, use of ellipsis as a cliff hanger.</li> <li>Apply paragraphs across the whole text to support the reader.</li> <li>Convey a convincing viewpoint using the point of view of others to support or contrast writer's own opinion.</li> <li>Use a range of layout devices e.g. heading, subheadings, bullets, tables.</li> <li>Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence</li> </ul> <p>Narratives, know that:</p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally.</li> <li>Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul> <p>Discussion texts, know that:</p> <ul style="list-style-type: none"> <li>Begin with a statement of the issue plus a preview of the main arguments</li> </ul>



				<ul style="list-style-type: none"> <li>Use one word in isolation to grab the readers’ attention e.g. Stop!</li> </ul> <p>Explanations, know that:</p> <ul style="list-style-type: none"> <li>Begin with a statement to introduce the topic.</li> <li>Contain a series of logical steps explaining how or why something occurs.</li> </ul>		<ul style="list-style-type: none"> <li>Sequence of arguments as points with some elaboration.</li> <li>Clos with reiteration as a summary and restatement of the opening position.</li> </ul>	<ul style="list-style-type: none"> <li>Arguments for, plus supporting evidence</li> <li>Arguments against, plus supporting evidence (alternatively, argument/counter argument, one point at a time)</li> <li>End with recommendation – summary and conclusion</li> </ul>
Sentence Combining		<ul style="list-style-type: none"> <li><b>A sentence includes a verb.</b></li> <li>Write in simple phrases and clauses</li> <li>Join words using ‘and’</li> <li>Start sentences with the pronoun I or a name.</li> <li>Start sentences with a noun/proper noun.</li> <li>Join clauses using ‘and’</li> </ul>	<ul style="list-style-type: none"> <li><b>A clause is a group of words with a verb.</b></li> <li><b>A phrase is a group of words without a verb.</b></li> <li><b>A simple sentence contains a noun and a verb.</b></li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Write compound sentences that include co-ordination e.g. or, and, but</li> <li>Write complex sentences that include subordination e.g. when, if, that, because</li> </ul>	<ul style="list-style-type: none"> <li>Write compound sentences that include co-ordination e.g. or, and, but, etc.</li> <li>Write complex sentences that include subordination e.g. when, if, that, because, while, so, although etc.</li> <li>Write complex sentences which begin with a phrase explaining where, how or when, this is a fronted adverbial phrase.</li> <li><b>A reporting clause is a clause which indicates that you are talking about what someone said or thought.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A simple sentence contains a subject and verb. It can contain a prepositional phrase or adverbial phrase.</b></li> <li><b>Co-ordinating conjunctions (and/or/but/for/so/yet/nor-) join two independent clauses. These are compound sentences.</b></li> <li><b>Sub-ordinating conjunctions join an independent clause with a sub-ordinating (dependent) clause. These are complex sentences.</b></li> <li><b>An independent clause must have a subject and verb.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use verbs ending in ‘ed’ or ‘ing’ to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.</li> <li><b>Relative clauses give extra information about a noun and begin with a relative pronoun. They are a type of sub-ordinating clause.</b></li> <li><b>Relative clauses can be non-defining: the information they provide is not essential to understand who/what is being referred to.</b></li> <li><b>A compound sentence contains two independent clauses joined together with a co-ordinating conjunction.</b></li> <li><b>A complex sentence contains an independent clause and a sub-ordinating clause with a sub-ordinating conjunction or a relative pronoun.</b></li> </ul>	<ul style="list-style-type: none"> <li>Vary the types of sentences e.g. simple, compound and complex.</li> <li>Use a range of complex construction strategies to build subordinating clauses with verbs starts ending in ‘ing’, ‘ed’, or adverbs ‘ly’ followed by verbs, relative clauses and subordinating conjunction starts.</li> </ul>
Sentence expanding	<ul style="list-style-type: none"> <li>Write phrases and short sentences that can be read by others with growing detail.</li> </ul>	<ul style="list-style-type: none"> <li>Start sentences in a different way <i>e.g. Naughty Goldilocks ate the porridge.</i></li> <li>Write 2 adjectives before the noun sentences</li> </ul>	<ul style="list-style-type: none"> <li>Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. -ly word, quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that use adverbial phrases to indicate relationships or cause, e.g. therefore, as a result</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that use adverbial phrases to signal ‘why’ e.g. to... because... as...</li> <li>Use HOW –ly adverbs and –ing adverbial phrases in fronted position in sentences e.g. Rushing against the click,...</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. E.g. Maisie, who was tired, finished the race.</li> <li><b>Relative clauses can be defining: they give essential information which is needed to understand who/what is being referred to.</b></li> <li><b>Parenthesis is a word, phrase or clause that adds extra information to a sentence. The sentence still makes sense without it.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use adverbs/ adverbial phrases to qualify intensify or emphasise e.g the dog is so incredibly stupid, an exceptional result.</li> </ul>



## Grammar:

At Marden Vale CE Academy, we teach our pupils to use their grammar knowledge to create effective writing. When children are early (EY/Y1) and novice (Y1/Y2) writers they are learning grammar and applying these in simple writing, remembering that children at this stage are novice writers. Grammar tells us to punctuate a sentence, capitalise proper nouns etc. As this body of knowledge becomes automatic, children can apply their secure understanding of grammar (syntax) in the ways they combine these rules to compose sentences and text of varying constructs, this is part of children becoming expert writers.

Generalisations are in bold.	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word classes:</b> <b>Content words</b> Nouns, main verbs, adjectives and adverbs	<ul style="list-style-type: none"> <li>To know that 'went' is the past tense of 'go'.</li> </ul>	<ul style="list-style-type: none"> <li><b>A noun is a person, place or thing.</b></li> <li><b>A verb is an action or being word.</b></li> <li><b>An adjective describes a noun.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Expanded noun phrases include a noun and adjectives to describe the noun.</b></li> <li>Include expanded noun phrases for description and specification, <i>e.g. The blue butterfly.</i></li> <li>Construct sentences that include adjectives, adverbs and precise verbs.</li> <li><b>An adverb often describes a verb.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The subject in a sentence is the noun that is doing the verb.</b></li> <li>Add detail into descriptions e.g. precise words, descriptive noun phrases</li> <li><b>Words and phrases that describe when something happens are adverbial phrases.</b></li> <li><b>When our sentence begins with a phrase explaining where, how or when, this is a fronted adverbial phrase.</b></li> <li>Use adverbs/phrases that build a relationship or cause e.g. therefore, as a result</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate choice of pronoun or noun within and across sentence to aid cohesion and avoid repetition.</li> <li>Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict Geography teacher with slick, black hair...</li> <li><b>Words and phrases that describe why something happens are adverbial phrases.</b></li> <li>Use standard English verb inflections e.g. 'we were..', 'I did..' (instead of local spoken forms such as 'we was..', 'I done')</li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Ensure correct subject and verb agreement when using singular and plural</li> </ul>	<ul style="list-style-type: none"> <li><b>The object of a sentence has the verb being done to it.</b></li> <li>Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.</li> </ul>
<b>Word classes:</b> <b>Function words</b> Articles, pronouns, conjunctions, prepositions, modal verbs, auxiliary verbs	<ul style="list-style-type: none"> <li>To use 'the' to start sentences.</li> </ul>		<ul style="list-style-type: none"> <li><b>The word ____ (and/ or/ but/ co-ordinating conjunctions) joins two sentences. These are compound sentences.</b></li> <li><b>The word ____ (if, because /when etc - subordination conjunctions) joins two sentences. These are complex sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use 'a' before a word that begins with a consonant. We use 'an' before a word that begins with a vowel.</b></li> <li><b>Words that describe position are often prepositions e.g. in, on, behind, under</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a widening range of conjunctions e.g. while, so, although</li> <li>Use more complicated conjunctions that set up contrast of relationships, e.g. despite, nevertheless, consequently.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degree of possibility using adverbs e.g. perhaps, surely</li> <li><b>A modal verb shows the possibility of the verb happening. e.g. might, should, will, must</b></li> <li><b>Relative pronoun - who, where, which, when, whose, that – introduce relative clauses.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Switch 'was' for 'were' to create the subjunctive mood to describe a dream or wish.</b></li> </ul>
<b>Grammar effects</b>	<ul style="list-style-type: none"> <li>To understand that some past tense verbs don't end in '-ed'.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes use the correct tense and maintain it.</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>Use correct verb forms e.g. present; she is drumming, past; he was shouting.</li> <li>Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs, instead of simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play'.</li> <li>Use headings and subheadings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between plural and possessive -s.</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Use and understand the grammatical terminology in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>Deploy tense choices that support cohesion by making links e.g. he had seen her before (use of the perfect form of verbs).</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Use passive voice to affect the presentation of information in the sentence e.g. The window in the greenhouse was broken</li> <li><b>In active voice sentences, the subject performs the</b></li> </ul>

		and reading: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas (or 'speech marks')</li></ul>	accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, dash, bracket, cohesion, ambiguity</li></ul>	<p><b>verb (Subject, Verb, Object).</b></p> <ul style="list-style-type: none"><li><b>In passive voice, the subject is acted upon by the verb (Object, Verb, Subject).</b></li><li><b>Change active voice to passive voice by putting the object first, add a version of the verb 'to be' and the past tense of the main verb.</b></li><li><b>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</b></li><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points</li></ul>
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**.?!,” Punctuation:**  
At Marden Vale CE Academy, we recognise that an accurate and creative repertoire of punctuation serves effective writing. ‘When we teach pupils to make their point with punctuation, we ultimately teach them to make moves that both avoid obvious errors and exercise style choices that suite the task, and the subject at hand.’ *(Alex Quigley, Closing the Writing Gap)*

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminators	<ul style="list-style-type: none"><li>Begin to punctuate sentences using a capital letter and full stop</li></ul>	<ul style="list-style-type: none"><li><b>When writing the word ‘I’, use a capital letter.</b></li><li><b>If my sentence is a ‘what, why, when, how, where’ question, I end with a question mark instead of a full stop.</b></li><li><b>If my sentence is a “how or what” exclamation, I end with an exclamation mark instead of a full stop.</b></li><li><b>Every sentence begins with a capital letter and ends with a full stop.</b></li><li><b>Capital letters are used at the beginning of a name.</b></li></ul>	<ul style="list-style-type: none"><li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li><li><b>Capital letters are used for proper nouns (a name of a specific person or place). Common nouns do not have capital letters.</b></li></ul>		<ul style="list-style-type: none"><li>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”</li></ul>		Proof-read for spelling and punctuation errors

		<ul style="list-style-type: none"><li>• <b>Capital letters are used for days of the week.</b></li></ul>					
Separators	<ul style="list-style-type: none"><li>• Begin to use finger spaces between words</li></ul>		<ul style="list-style-type: none"><li>• <b>Use commas to separate items in a list and use ‘and’ between the last two items.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use commas after fronted adverbials</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use a comma after a sub-ordinating clause if it comes at the beginning of the sentence.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use brackets, dashes or commas to indicate parenthesis</b></li><li>• <b>Use a colon to introduce a list</b></li><li>• <b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li><li>• <b>Non-defining relative clauses must be separated with commas.</b></li><li>• <b>Use of commas to clarify meaning or avoid ambiguity.</b></li></ul>	<ul style="list-style-type: none"><li>• Use brackets, dashes or commas to indicate parenthesis</li><li>• Use semi colons, colons or dashes to mark boundaries between independent clauses</li><li>• Use hyphens to avoid ambiguity</li></ul>
Other		<ul style="list-style-type: none"><li>• Use capital letter for names</li><li>• Use capital letter for the personal pronoun ‘I’</li><li>• Use a capital letter for days of the week</li><li>• Leave spaces between words</li><li>• To write sentences with capital letters and correct punctuation (full stop, question mark, exclamation mark).</li><li>• Know and use the following terms to discuss their writing: capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark</li></ul>	<ul style="list-style-type: none"><li>• Use apostrophes to mark where letters are missing in spelling</li><li>• Use apostrophes to mark singular possession in nouns</li><li>• Know and use the following terms to discuss their writing: apostrophe, comma</li></ul>	<ul style="list-style-type: none"><li>• <b>Use inverted commas to punctuate direct speech</b></li><li>• Indicate possession by using the possessive apostrophe with plural nouns</li><li>• Know and use the following terms to discuss their writing: inverted comma</li></ul>	<ul style="list-style-type: none"><li>• Indicate possession by using the possessive apostrophe with plural nouns</li></ul>	<ul style="list-style-type: none"><li>• Know and use the following terms to discuss their writing: parenthesis, bracket, dash,</li><li>• <b>Leave a line to show a new paragraph to show changes in time, place, event or person.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use a colon to introduce a list</b></li><li>• <b>Use semi-colons in lists where the items already use commas. It acts like a ‘super-comma’.</b></li><li>• <b>Colons can be used to join two independent clauses when the second clause gives more detail about the first. (description:detail / de:de)</b></li><li>• Punctuate bullet points consistently</li></ul>



### Vocabulary:

At Marden Vale CE Academy, in order to write well, children need a large vocabulary. Underpinning curriculum progression maps must detail key vocabulary to be learned. Teachers must ensure systematic planning, teaching and assessing of these. All children must have access to an equally broad vocabulary. Research is clear that children with a weak vocabulary age 5 do less well at primary school and perform less well at age 11. Selection in English writing and high-quality texts alongside systematic teaching and small-step writing, will ensure we engineer language success for all children. In KS2, children will only be able to make effective word choices when they have a secure knowledge base to draw from.







	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Metaphors Similes Analogies Synonyms	<ul style="list-style-type: none"><li>Use key vocabulary in talking about learning</li><li>Use words from texts read in continuous provision</li></ul>	<ul style="list-style-type: none"><li>Use simple speech-like words.</li><li>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</li></ul>	<ul style="list-style-type: none"><li>Use rhyme for effect e.g. he was snoring and roaring,</li><li>Write sentences with adjectives</li><li>Choose words appropriate to the writing</li></ul>	<ul style="list-style-type: none"><li>Use the word 'like' to build a simile e.g. Her eyes were like deep pools</li><li>Choose words because of the effect they will have on the reader.</li><li>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li></ul>	<ul style="list-style-type: none"><li>Use the word 'as' to build a simile e.g. the train was as slow as a hearse.</li><li>Use metaphor to create vivid images in the reader's mind.</li><li>Make language choices that are interesting and varied.</li><li>Standard English forms for verb inflections instead of local spoken forms</li><li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</li><li>Use a varied and rich vocabulary</li></ul>	<ul style="list-style-type: none"><li>Use pathetic fallacy to mirror and extend characters emotions e.g. aspect of nature or weather reflects feeling.</li><li>Some vocabulary choices are for effect or emphasis e.g. technical vocabulary, vivid language.</li><li>Use a thesaurus</li></ul>	<ul style="list-style-type: none"><li>Use personification to give human attributes to inanimate objects</li><li>Use symbolism as a recurring idea to emphasise a motif e.g. ongoing referencing to water.</li><li>Use varied and precise vocabulary to create particular stylistic effects.</li><li>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</li><li>Write informally or formally appropriate to the genre / text type.</li><li>Select synonyms accurately for effect rather than as an alternative for an original word</li></ul>
Technical		<ul style="list-style-type: none"><li>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li></ul>	<ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</li></ul>



Implementation

At INSERT NAME OF SCHOOL our enquiry spines are carefully sequenced to ensure that knowledge is taught progressively, building on prior pre-requisite knowledge and is coherent through making links with other subjects being taught and the school’s vison, which sits at the heart of the long-term planning.

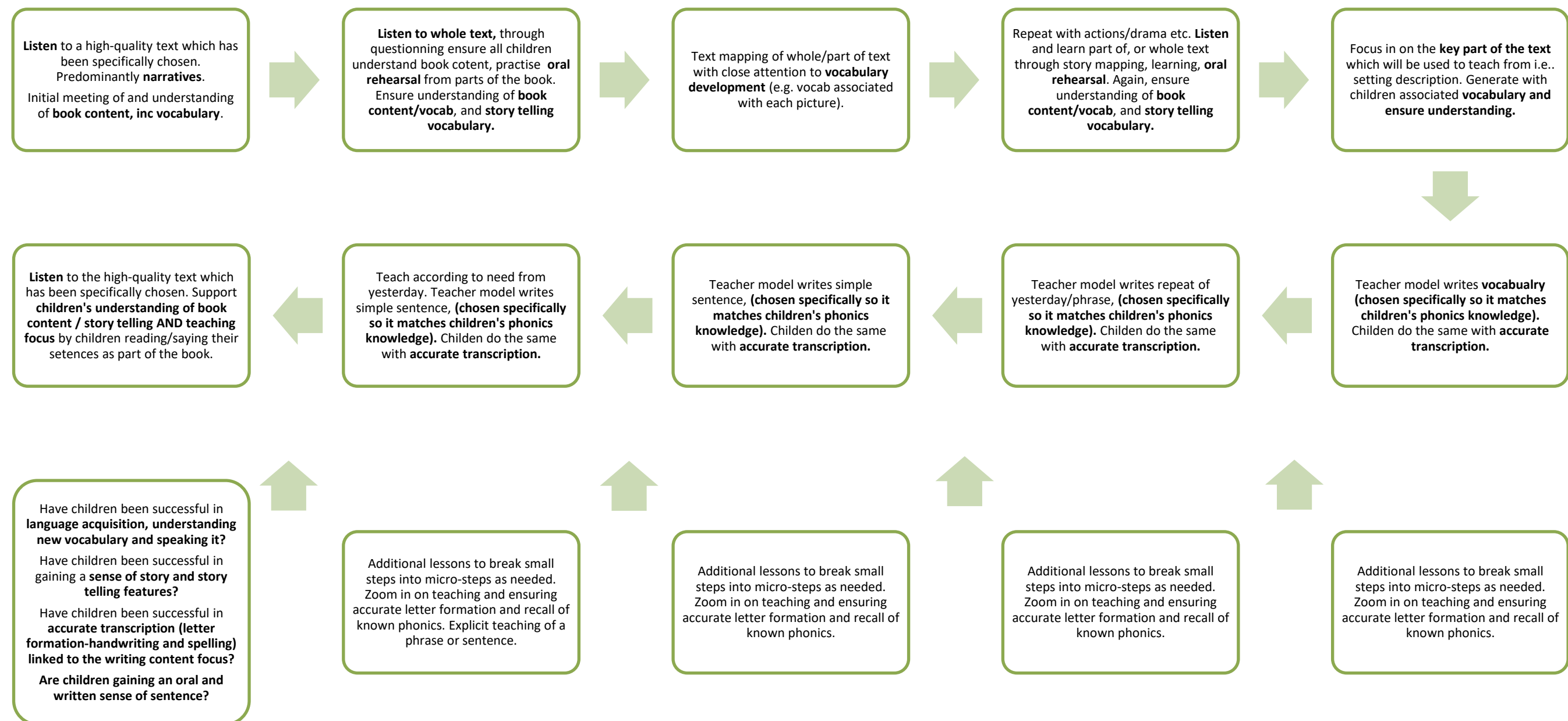
Enquiry Sequences: to be completed

	 Strength in Self	 Strength in Difference	 Together in our communities	 Together in our world	 Be Heard	 Be Aspirational
EYFS						
Years 1 and 2						1.
Years 3 and 4						
Years 5 and 6						

## Spine planning EY (when they know the majority of phoneme-grapheme correspondences) & Y1:

Underpinning rationale:

1. Rich language and vocabulary is essential, and support spoken language. Children cannot be expected to write with these words (unless they match the taught phonics).
2. Listening, participating in story telling is essential, so that children develop a secure schema of narrative, storytelling language and book content.
3. It is vital that all children understand, can use and talk about the book content, story language and vocabulary - and that teacher knows this about all children. Interjects accordingly.
4. Children need to be taught to word build (before writing sentences). Letter formation (start/end place, directionality, size, shape, relationship with the line, orientation) needs to be explicitly taught, enabled, supported and practised by all children. In EY, this is part of a suite of / in a progression of pre-writing to handwriting curriculum.
5. Children are only expected to write (drawing from their own knowledge) with words that match their phonics teaching. Plus, taught common exception words (CEW). Key other words can be given if necessary – but kept to a minimum as the focus needs to be on children using/practising their phonics and CEW knowledge.
6. Children are supported and taught to notice errors in transcription (letter formation-handwriting and spellings). Time is spent of remediating these or reteaching or reinforcing so that accuracy is gained over time and practised sufficiently so that children gain fluency. Fluency then, with further practise becomes automatic.



EY and KS1 Spine planning

Whole text: listening, spoken language, and understanding	Vocabulary: listening, spoken language, and understanding & securing a sense of sentence	Vocabulary, word building and sentence construction with accurate transcription through explicit teaching	Sense-making
<ul style="list-style-type: none"><li>• Share a high-quality text and establish sense of audience and purpose. Full language and rich vocabulary – reading for the love of stories and listening to teacher as storyteller.</li><li>• Orally rehearse a simplified version of the story</li><li>• Using simple sequencing language plan (as appropriate) one-three or more connected sentences.</li><li>• Share a simpler version in a model text that provides ample opportunity to link to spelling and handwriting focus in phonics. (Links to what is expected when children write).</li><li>• Structure and shape exposed through text mapping the basic plot and map used to aid oral retelling of the story MTYT</li><li>• Learn new vocabulary, story words and structure</li></ul>	<ul style="list-style-type: none"><li>• Learn the story, including story language and vocabulary</li><li>• Ensure all children understand the vocabulary and can use it in their retelling</li><li>• Retell / role play/re-enact the story orally</li><li>• Rehearse and practice so children become fluent with new words</li><li>• Use ‘proof read’ as grapple tasks to expose the essential knowledge needed to write accurate words (autumn/spring EY)/sentence (EY spring onwards/Y1). E.g. display ‘sit on the bug red bus with the fox in the hay. Tell children the number of errors they need to correct. To scaffold, indicate what these errors might be e.g. capital letter, 2 x spelling, punctuation. Ensure that handwriting errors are included. Repeat. Practice.</li><li>• Write dictated words/sentences connected to the text with accuracy and within acquired knowledge e.g. ‘hold a sentence’.</li></ul> <p><b>Hold a word (as hold a sentence in autumn EY)</b> <b>Hold a sentence.</b> (Model the writing process) sentence linked to part of story.</p> <ul style="list-style-type: none"><li>• Orally plan a sentence (Sit on the bus)</li><li>• MTYT practice saying the sentence</li><li>• Model write a sentence modelling Fred fingers for spelling, handwriting, thinking out loud, punctuation and finger spaces.</li><li>• Re-read and edit with turn and tap</li><li>• Remove the words from the sentence leaving some scaffolding for the worked example, e.g. a line for each word of the sentence and a picture clue.</li><li>• Cover sentence and children write the sentence in books</li><li>• Display sentence again and use learning label and full worked example to edit for accuracy.</li></ul>	<ul style="list-style-type: none"><li>• Build a sentence from given structure.</li><li>• Model writing process and generation of ideas suitable to audience and purpose e.g. ‘build a sentence’</li></ul> <p><b>Build a sentence</b> (linked to story)</p> <ul style="list-style-type: none"><li>• Ideas – generate understanding of the context for the jump into the text and address deficit (e.g, through discussion, film clips and pictures) in background knowledge, e.g. when have you sat on a bus, what did it feel like, what can you see and hear.</li><li>• Generate language orally and create a class word bank, e.g. there are animals on the bus, what noises are the animals making on the bus?</li><li>• Chose one animal and share plan a sentence orally with the class. What noise does the hen make etc.</li><li>• MTYT orally rehearse the sentence, e.g. The hen clucks on the bus.</li><li>• Children word build and write: focus phoneme-grapheme correspondences and phonics spelling.</li><li>• Model write a sentence modelling Fred fingers for spelling, handwriting, thinking out loud, punctuation and finger spaces.</li><li>• Children word/phrase build and write: focus phoneme-grapheme correspondences and phonics spelling.</li><li>• Model write a sentence modelling Fred fingers for spelling, handwriting, thinking out loud, punctuation and finger spaces.</li><li>• Children simple sentence build and write: focus phoneme-grapheme correspondences and phonics spelling.</li></ul> <p>Throughout -</p> <ul style="list-style-type: none"><li>• Re-read and edit with turn and tap</li><li>• Leave worked example on the board and picture stimulus</li><li>• They edit for accuracy after each sentence.</li><li>• REPEAT, PRACTISE.</li><li>• Additional explicit teaching (break small steps down even further) to meet the need. Don’t gloss over transcription errors or assume children know/can do.</li></ul>	<ul style="list-style-type: none"><li>• Re-read the whole text.</li><li>• Check for children’s developed understanding of associated story telling language / features and book content</li><li>• Check for children’s developed understanding of vocabulary</li><li>• Insert (reading aloud) children’s writing in the content of adding to the story...what has this done? E.g. added more information (a simple sentence tells us one piece of information), made us think about different words/ways of describing things etc.</li><li>• What do we now know about the story/setting etc that we didn’t know before? How do we now know this? (Through our writing). (Strengthening reading for writing and writing for a reader.)</li></ul>










## Year 2 and KS2 Spine Planning



Year 2 and KS2 Spine Planning

Imitate	Innovate	Independent
<ul style="list-style-type: none"><li>• Sense of audience and purpose established e.g. producing leaflets for younger children about healthy eating.</li><li>• Model text shared which has built into it the underlying, transferable structure and shape, sentence structures, grammar effects and language patterns that students will need when they are writing.</li><li>• Immersion in, and teaching of, book content language and vocabulary.<ul style="list-style-type: none"><li>○ This knowledge comes from the school’s progression grids for key and disciplinary knowledge, requiring the model texts provided in the vehicle for the school’s curriculum to be thoughtfully adapted.</li><li>○ The text is learnt through activities such as ‘text mapping’ and retelling with actions so that children can ‘talk like the text’.</li><li>○ The text features are identified and summarised on planning formats, producing a tool kit for the key knowledge required for writing in this genre at this target successfully.</li><li>○ New text features / knowledge is taught and practiced in short burst writing e.g. writing noun phrases, writing in a passive voice, writing a complex sentence or 2a sentence.</li><li>○ All of this first phase is underpinned by rehearsing key spellings, handwriting and grammatical patterns, including answering relevant SPAG style questions, allowing children to analyse, evaluate and reason about author choices.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• New subject is presented and the teacher models and guides children through planning.<ul style="list-style-type: none"><li>○ With novice writers, this is based on changing the basic map and retelling new versions.</li><li>○ Developing and expert writers use boxed-up planners and planning diagrams and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing.</li><li>○ Ideas may need to be generated and organised or information researched and added to a planner.</li></ul></li><li>• Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately.<ul style="list-style-type: none"><li>○ It is important that the children’s writing becomes increasingly independent of the original model rather than a pale copy. Whilst novice writers may only make a few simple changes, older students should be adding, embellishing, altering and manipulating the original structure. From Key Stage 2 onwards, almost all children will be using the text structure and writing tools to write, drawing on the model, their wider reading and experience so that they are writing independently at a high level. This has to be modelled in shared writing.</li></ul></li><li>• Feedback is given during the lessons, as well as using some form of visualiser on a daily basis, so that students can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.</li></ul>	<ul style="list-style-type: none"><li>• Apply independently what has been taught and practiced</li><li>• Stimulus to write is purposeful and has an identified audience. Stimuli can include: a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit</li><li>• Children are guided through planning, drafting and revising their work independently.</li><li>• Writing may be staged over a number of days and there may be time for several independent pieces to be written.</li><li>• With non-fiction, students should apply what they have been taught across the curriculum.</li></ul>

This is brought together in our spine planning:


Why this? Spine Vision & Values	Why this? Why now?				
Disciplinary concepts <i>(highlight those in focus)</i>	<b>Ideas</b> 	<b>Accuracy</b> 	<b>Process</b> 		
	Narrative, know that: •	Be accurate in:	•		
Key Concepts: Composition  <i>(highlight those in focus)</i>	<b>Structure and shape</b> 	<b>Sentence Structure</b> 	<b>Grammar effects</b> 	<b>Punctuation</b> .?!,”	<b>Vocabulary</b> 
	• Knowledge from progression documents for the year		•	•	•
Key Concepts: Transcription  <i>(highlight those in focus)</i>	<b>Spelling</b> 		<b>Sentence Structure</b> 		
	• Key knowledge for this term		Key knowledge for this term		
Key Question	How do writers write effective fantasy narratives / recount / biography / adventure narrative etc? <b>OVERARCHING ENQUIRY QUESTION – what genre/narrative type are you writing?)</b>				
	<b>Immerse</b> Build the knowledge	<b>Imitate</b> Build the knowledge	<b>Innovate</b> Rehearse and practice for fluency	<b>Independent</b> Apply the knowledge	
Lesson questions	<i>e.g. Who is the audience and what is the purpose?</i>			<i>Same as key question</i>	



Lesson Design:

We follow a mastery lesson design at INSERT NAME OF SCHOOL Academy across our curriculum including writing. In addition to the writing lesson, children have phonics lessons (which include phonics for spelling), spelling lessons, handwriting lessons and whole class reading.


The writing Lesson EY:

Date	Fluency  Activate prior Knowledge	Concepts	Learning Question	Explicit instruction / grapple task exposing the concept	Guided Practice  Modelling / narrate the thinking /strategy  Peer/self/adult checking	Independent practice  Application of the strategy  Planning approach / monitoring approach	Structured Refection  Evaluation of approach	Key Vocabulary
Day 1 Date:		<i>Ideas</i>  <i>Structure and shape</i>  <i>Transcription – spelling and handwriting</i>  <i>Composition – grammar and punctuation</i>	<div>How do I write an accurate sentence?</div> <div>The learning label is focussed on using the disciplinary concepts (ideas, accuracy and process) of writing to support pupils in being metacognitive about their work. For their stage what do they need to be accurate in and what is the new knowledge/ writing tool) that they are practicing and therefore should focus their revision on?</div> <div><div>We have to be accurate</div><div></div><div>What do you want children to edit against?</div></div> <div><div>We're practising to:</div><div>What do you want children to revise against?</div></div>	<div>Share the text in order to expose the audience and purpose of the text.</div> <div>Story map to expose the structure – beginning, middle and end; problem solution setting and character.</div> <div>Use the story map in MTYT retelling of the story</div>	<div><b>Hold a sentence activity.</b> (Model the writing process) sentence linked to part of story.</div> <div><ul style="list-style-type: none"><li>Orally plan a sentence (Sit on the bus)</li><li>MTYT practice saying the sentence</li><li>Model write a sentence modelling fred fingers for spelling, handwriting, thinking out loud, punctuation and finger spaces.</li><li>Re-red and edit with turn and tap</li><li>Remove the words from the sentence leaving some scaffolding for the worked example, e.g. a line for each word of the sentence and a picture clue.</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>Cover sentence and children write the sentence in books</li></ul></div>	<div>Display sentence again and use learning label and worked example to edit for accuracy.</div>	

The writing Lesson: KS1

	Fluency RWI focus sounds	concepts	Learning Question Essential Knowledge	Explicit instruction / grapple task exposing the concept <i>Direct Teaching</i> <i>Modelling representations</i>	Adult focussed Tasks Guided Practice Acquiring accuracy and practicing for fluency	Focussed Provision Independent practice Deliberate practice which echoes the teaching or deliberate exploration	Key questions	Key Vocabulary
Date:			<div></div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					
			<div>How can</div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					
			<div>How can</div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					
			<div>How can</div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					
			<div></div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					
			<div></div> <div><div>We have to</div><div>We're practising</div></div> <div></div>					

## The writing lesson: KS2

Date	Fluency  Activate prior Knowledge	Concepts	Learning Question	Explicit instruction / grapple task exposing the concept	Guided Practice  Modelling / narrate the thinking /strategy  Peer/self/adult checking	Independent practice  Application of the strategy  Planning approach / monitoring approach	Structured Reflection  Evaluation of approach	Key Vocabulary
Monday	Revision of a previous generalisation to support new knowledge today.  e.g. a verb is .. (new knowledge today: adverbs)	Which key conceptual language are we focusing on? Objective taken from the progression grid populated on the spine planning page.	How do writers write effective....?	Explore language effects from a model – e.g. three examples and a ‘what do you notice’ questions  Back and forth building to generalisation or understanding.  White board low stakes practice and assessment for and as learning.  Exposure of the worked example appropriate to learning stage.	Model the full writing process including thinking of ideas suitable to audience and purpose first.  Model and guided writing to expose the key knowledge being taught.  Narrate the choices and thinking as writing is modelled.  Model use of the structure of the worked example as a scaffold.  e.g.  Edit, review and evaluate at key anchor points suitable to writing stage of pupils	Children enact the writing process including for more novice writers, orally rehearsing, before writing.  Blank worked examples are left displayed as scaffolds.  Adult feedback focussed on supporting through planning, monitoring and evaluating questions which encourage children to use their learning label to increase their accuracy in transcription skills and knowledge already acquired as well as supporting the acquisition of the new knowledge being taught.	Modelling of the revise, edit and evaluate writing process.  E.g. use of visualise  Peer to peer through given prompts	Collected through the lesson and displayed on working wall.  Should also include the deliberate teaching of technical vocabulary.
			<div><div>We have to be accurate</div><div></div></div>	<div><div>We’re practising to:</div><div></div></div>	<div><div>Compound sentence</div><div><div>Independent clause</div><div>The sun was shining,</div><div>but</div><div>Independent clause</div><div>the clouds were gathering.</div></div><div>Comma and conjunction</div><div><div>Independent clause = A complete sentence (makes sense on its own)</div><div></div></div></div> <div><div>Compound sentence</div><div><div></div><div></div></div><div>Comma and conjunction</div><div><div></div><div></div></div></div>	<div><div>Compound sentence</div><div><div></div><div></div></div><div>Comma and conjunction</div><div><div></div><div></div></div></div> <div><div>Compound sentence</div><div><div></div><div></div></div><div>Comma and conjunction</div><div><div></div><div></div></div></div>		
			What do you want children to edit against?	What do you want children to revise against?				

**The phonics lesson design** is provided by our SSP: Read Write inc.. Our aim is to have fidelity to this lesson plan to ensure that phonics for reading and writing is taught alongside each other in a systematic and progressive way.

**The spelling lesson: to be completed**

End of Year Expectations in Writing YR-6

Objectives in black: National Curriculum Statements, Objectives in red: Additional Guidance

			Transcription		Disciplinary		Composition				
EYFS			Spelling	Handwriting	Ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<ul style="list-style-type: none"><li>Link phonemes to graphemes</li><li>Represent dominant sounds in words</li><li>Say and write the initial sound in words</li><li>Write simple CVC words</li><li>Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly.</li></ul>	<ul style="list-style-type: none"><li>Correctly hold their pencil using a pincer grip</li><li>Sit correctly at a chair when writing</li><li>Accurate letter formation of taught letters.</li></ul>	<ul style="list-style-type: none"><li>Can write in response to something.</li></ul>	<ul style="list-style-type: none"><li>Talk about their mark making</li><li>Uses a combination of drawing, dictating and writing to express and record an event or idea.</li></ul>	<ul style="list-style-type: none"><li>Writes independently in provision</li></ul>	<ul style="list-style-type: none"><li>Write their own name</li></ul>			
	Spring		<ul style="list-style-type: none"><li>Write CVC words accurately</li><li>Write common exception words that have been taught to, no, go, I, the, into</li><li>Write a dictated sentence correctly</li><li>Write some words correctly, others phonetically plausible with initial end and medial sounds</li><li>Write words of more than one syllable</li></ul>	<ul style="list-style-type: none"><li>Begin to use finger spaces between words</li><li>Use their core muscle strength to achieve a good posture when sitting at a table</li><li>Accurate letter formation of taught letters.</li><li>Increasing spatial awareness so size/orientation of known letters has improved and newly taught letters improving.</li><li>Stronger relationship between the line and letters in a range of media.</li></ul>	<ul style="list-style-type: none"><li>Writes in response to something.</li></ul>	<ul style="list-style-type: none"><li>Compose an oral sentence</li><li>Compose an oral sentence and write it</li></ul>	<ul style="list-style-type: none"><li>Writes independently in provision.</li></ul>	<ul style="list-style-type: none"><li>Write captions in a meaningful context using sounds from set 1.</li><li>Use their phonic knowledge to write simple sentences that can be read by themselves and others</li></ul>		<ul style="list-style-type: none"><li>Begin to use finger spaces between words</li></ul>	
		Summer	<ul style="list-style-type: none"><li>Write CCVC and CVCC words accurately</li><li>Write known and newly taught CEW words in writing.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li></ul>	<ul style="list-style-type: none"><li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li><li>Accurate letter formation of taught letters.</li><li>Secure spatial awareness so size/orientation of known letters.</li><li>Strong relationship between the line and letters in a range of media.</li><li>Write recognisable letters, most of which are correctly formed</li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Write simple phrases and sentences that can be read by others</li><li>Re-read what they have written to check that it makes sense</li></ul>		<ul style="list-style-type: none"><li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Begin to punctuate sentences using a capital letter and full stop</li></ul>	<ul style="list-style-type: none"><li></li></ul>

			Transcription		Disciplinary		Composition				
Year 1			Spelling	Handwriting	Ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words <b>that have been taught</b></li> <li>Name the letters of the alphabet in order</li> <li>Use –ing and –ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</li> <li>Use the correct letter formation for all 26 lower case letters</li> <li>Use the correct letter formation for all 26 capital letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>		<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Have an awareness that ideas can be organised into a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it</li> <li>Write a simple sentence starting with a personal pronoun</li> <li>Write a simple sentence starting with a noun/proper noun</li> </ul>	<ul style="list-style-type: none"> <li>Join words using ‘and’</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun ‘I’</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</li> </ul>
	Spring		<ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li><b>Begin to spell words using contracted forms</b></li> </ul>		<ul style="list-style-type: none"> <li>Select basic ideas and content linked to the purpose of a task</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple sentence with straight forward subject/ verb agreement</li> <li>Join clauses using ‘and’</li> </ul>		<ul style="list-style-type: none"> <li>Begin to punctuate sentences using a question mark</li> <li>Use a capital letter for days of the week</li> </ul>	
		Summer	<ul style="list-style-type: none"> <li>Use the prefix un–</li> <li>Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form capital letters and lower-case letters the correct size, relative to one another</li> <li>Begin to use simple diagonal joins</li> <li>Begin to use simple horizontal joins</li> </ul>			<ul style="list-style-type: none"> <li>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</li> </ul>	<ul style="list-style-type: none"> <li>Write reliably formed simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use simple noun phrases (adjective + noun)</li> <li>Use simple prepositions</li> <li>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using an exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> <li></li> </ul>



			Transcription		Disciplinary		Composition				
Year 2			Spelling	Spelling	Ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words <b>taught so far</b></p> <p>Add suffixes to spell longer words, including –ly, –ment, –ness</p>	<p>Form capital letters and lower-case letters the correct size, relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use simple diagonal joins</p> <p>Use simple horizontal joins</p>	<ul style="list-style-type: none"> <li>When planning, write down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense <b>e.g. verb tense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use brief opening and ending</b></li> <li><b>Appropriately sequences ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write questions (beginning with who/ what/ when/ where/ how etc)</b></li> <li><b>Write statements</b></li> </ul>	<ul style="list-style-type: none"> <li>Use coordinating conjunctions (or/and/but)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use the present and past tenses correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use –ly to turn adjectives into adverbs e.g. slow/ slowly</li> </ul>
	Spring		<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Spell more words with contracted forms</p>	<p>Use complex diagonal joins</p> <p>Use complex horizontal joins</p>	<p><b>Select relevant content that shows an awareness of purpose and an emerging awareness of their audience</b></p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p><b>Link related sentences through the use of pronouns and adverbials where appropriate</b></p>	<p><b>Write exclamatory sentences starting with ‘what’ or ‘how’</b></p> <p><b>Write commands using the imperative form of a verb</b></p> <p>Use subordinating conjunctions (when/ if /that /because)</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p>	<p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p>	<p><b>Use adventurous vocabulary appropriate to task</b></p> <p>Use the suffixes –er, -est, in adjectives</p>
		Summer	<p>Distinguish between homophones and near-homophones</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Increase the legibility, consistency and quality of their handwriting</p>	<p><b>Use a range of prepositions (behind, before, above, along)</b></p>			<p>Use sentences with different forms: statement, question, exclamation, command</p>	<ul style="list-style-type: none"> <li>Use the progressive form correctly and consistently e.g he was shouting</li> <li>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes to mark singular possession in nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</li> <li></li> <li></li> </ul>

			Transcription		Disciplinary		Composition				
Year 3			Spelling	Handwriting	ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell words that are often misspelt (English Appendix 1)  Use the first two or three letters of a word to check its spelling in a dictionary  Form nouns using prefixes e.g. super, anti, auto  Spell further homophones and understand their meanings	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting  Revise joins taught in Year 2 with a focus on size, proportion and spacing	<ul style="list-style-type: none"><li>• Writing is clear in purpose</li></ul>	<ul style="list-style-type: none"><li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• When planning, discuss and record ideas</li><li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li><li>• Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</li></ul>	<ul style="list-style-type: none"><li>• Organise writing into logical chunks and write a coherent series of linked sentences for each</li><li>• Select nouns and pronouns to provide clarity for the reader</li><li>• Use simple organisational devices, e.g. headings and subheadings</li></ul>	<ul style="list-style-type: none"><li>• Draft and write an increasing range of sentence structures (simple and compound)</li><li>• Use some variation in sentence types (statement/ command/ question/ exclamation)</li></ul>	<ul style="list-style-type: none"><li>• Use conjunctions to express time, place and cause</li><li>• Use adverbs and prepositions to express time, place and cause</li><li>• Know when to use ‘a’ and ‘an’</li><li>• Use irregular simple past-tense verbs e.g. awake / awoke</li></ul>	<ul style="list-style-type: none"><li>• Use inverted commas to punctuate direct speech</li></ul>	<ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors</li></ul>
	Spring		Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble			<ul style="list-style-type: none"><li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li></ul>	<ul style="list-style-type: none"><li>• In narratives, creates settings, characters and plot</li><li>• Organise paragraphs around a theme</li><li>• Vary nouns and pronouns to avoid repetition</li></ul>	<ul style="list-style-type: none"><li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</li></ul>	<ul style="list-style-type: none"><li>• Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</li></ul>	<ul style="list-style-type: none"><li>• Indicate possession by using the possessive apostrophe with plural nouns</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’</li></ul>
		Summer		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far				<ul style="list-style-type: none"><li>• Vary nouns and pronouns for cohesion</li><li>• Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</li></ul>		<ul style="list-style-type: none"><li>• Use fronted adverbials</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Use commas after fronted adverbials</li><li>•</li></ul>

			Transcription		Disciplinary		Composition				
Year 4			Spelling	Handwriting	ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<ul style="list-style-type: none"> <li>Writing is clear in purpose</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Compose and rehearse sentences orally (including dialogue)</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>In narratives, creates settings, characters and plot</li> <li>Non-narrative material uses simple organisational devices</li> <li>Organise paragraphs around a theme</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing range of sentence length and structure</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</li> <li>Understand the difference between plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied and rich vocabulary</li> <li>Proof-read for spelling and punctuation errors</li> </ul>
	Spring		<p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Plural nouns of words ending in 'o'.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>				<ul style="list-style-type: none"> <li>Openings and closings are clearly signalled and well developed</li> <li>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</li> <li>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</li> </ul>		<ul style="list-style-type: none"> <li>Use fronted adverbials followed by a comma</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p>	<ul style="list-style-type: none"> <li>Standard English forms for verb inflections instead of local spoken forms</li> <li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</li> </ul>
		Summer							<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use figurative language such as similes, alliteration to build a picture in the readers head</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</li> </ul>

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Year 5			Spelling	Handwriting	ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Identify audience for, and purpose of, the writing</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make deliberate choices of sentence length and structure for impact on the reader</li> <li>Use fronted prepositional phrases for greater effect e.g. Throughout the stormy winter ... / Far beneath the frozen soil ...</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>
	Spring		<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>		<ul style="list-style-type: none"> <li>Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</li> </ul>		<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</li> <li>Viewpoint is established and generally maintained</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Use a colon to introduce a list</li> </ul>	<p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p>
		Summer				<ul style="list-style-type: none"> <li>Editing sentences by either expanding or reducing for meaning and effect</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within paragraphs</li> <li>Content is balanced e.g. between action/ description/ dialogue, fact and comment</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> <li></li> <li></li> </ul>

			Transcription		Disciplinary		Composition				
Year 6			Spelling	Handwriting	Ideas	Process	Structure and Shape	Sentence structure	Grammar Effects	Punctuation	Vocabulary
Autumn			<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Identify the audience for and purpose of the writing</li> <li>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing 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>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</li> <li>Draft and write by using a wide range of devices to build cohesion within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</li> <li>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of clause structures, sometimes varying their position within the sentence</li> <li>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</li> <li>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</li> <li>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I <u>were</u> or <u>Were they</u> to come</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Use correct subject and verb agreement when using singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use a colon to introduce a list</li> <li>Use a semi colon within lists</li> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>
	Spring		<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>				<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Select verb forms for meaning and effect e.g. deliberate change of tense</li> </ul>		<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</li> </ul>
		Summer					<ul style="list-style-type: none"> <li>Manage shifts in levels of formality within a text</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Select synonyms accurately for effect rather than as an alternative for an original word</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</li> </ul>



# Appendix One

## Narrative

These are the TWS units that are used to ensure coverage across different narratives within the key stages.

		Type of Narrative	Title of Unit	Theme/Link	Unit Plan
Writing to Entertain - Narrative	KS1	Fables, Myths and Legends	The Crow’s Tale (Fable)	Woods / Nocturnal Animals / <u>Our Trip to the Woods</u>	Year 2
			Song of the Sea (Irish Myth)	Beach / Sea / Treasure	Year 1
			George and the Dragon (Legend)	Dragons / Castles	Year 2
		Traditional Tales	Little Red Riding Hood	Traditional Tale / <u>Our Trip to the Woods</u>	Year 1
				Traditional Tale / <u>Our Trip to the Woods</u>	Year 2
			Pinocchio	Traditional Tale	Year 1
		Adventure Stories	Grandad’s Island	Adventure / Exploration / <u>Pirates</u>	Year 1
			The Owl Who Was Afraid of the Dark	Owls/ Nocturnal Animals / <u>Hibernation</u>	Year 2
			The Queen’s Hat	London	Year 1
		Other Stories	Last Stop on Market Street	BAME MC / Kindness	Year 1
			Stardust	Families / Being unique	Year 2
			The Building Boy	Families / When I grow up	Year 2
			Way Back Home	Space / Friendship	Year 1
	LKS2	Traditional Tales	Princess and the Pea		Year 4
			Aladdin by Phillip Pullman	China	Year 3
			The Magic Paintbrush	China	Year 3
			The True Story of the Three Little Pigs	Traditional with a twist	Year 3
		Adventure Stories	The BFG by Roald Dahl	Friendship	Year 4
			Journey by Aaron Becker	Journeys	Year 4
			The Secret of Black Rock	Oceans	Year 3
		Mystery / Suspense Stories	The Whale	Mystery / Oceans / <u>The Creature</u>	Year 4
			Wolves in the Wall	Suspense	Year 4
		Other Stories	The Lost Thing by Shaun Tan	Fantasy / Art	Year 4
			Flood by Alvero Villa	Wild Weather / <u>Once Upon a Raindrop</u>	Year 3
			Stone Age Boy	Stone Age	Year 3
			The Iron Man	Robots / <u>Robot Dog</u>	Year 4
	UKS2	Traditional Tales	Hansel and Gretel	Traditional / Woods	Year 6
		Adventure stories	The Journey by Francesca Sanna	Refugees / <u>Refugees</u>	Year 5
		Mystery / Suspense Stories	The Explorer by Katherine Rundell	Brazil / Rainforests	Year 5
			Rooftoppers by Katherine Rundell (Not JC)	Victorians	(Adapted Unit)
			The Graveyard book by Neil Gailman	Spooky	Year 6
			A Monster Calls by Patrick Ness	Horror (sadness)	Year 6
			Thornhill	Spooky	Year 6
		Other Stories	The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios	Fantasy / Books	Year 5

			The Nowhere Emporium	Magic	Year 5
			Gorilla		Year 5
			Zoo	Fantasy / Animals	Year 5
			Varmints	Nature / Pollution / <u>Plastic Pollution</u> / <u>Greta</u>	Year 6
			One Small Step by Taiko Studios	Space	Year 5
			Rose Blanche	WW2	Year 5
			Theseus and the Minotaur	Ancient Greece	(Adapted Unit)

### Non-fiction

These are the TWS units that are used to ensure coverage across different non-fiction genres within the key stages.

		Genre	Title of Unit	Theme/Link	Unit Plan
Writing to Inform	KS1	Recount	Our Trip to the Woods	Woods	Year 1
			On Safari!		Year 1
		Instructions	How to Make a Bird Feeder		Year 2
		Letter	The Day the Crayons Quit		Year 2
		Postcard	Meerkat Christmas		Year 2
		Non- Chronological Report	Pirates		Year 2
			Big Cats		Year 2
			Hibernation		Year 2
	LKS2	Non-Chronological Report	Skeletons and Muscles	Animals and Humans	Year 3
		Explanation	Robot Dog	Robots / <u>The Iron Man</u>	Year 3
			The Street Beneath My Feet	Rocks / Fossils	Year 3
			Once Upon a Raindrop	The Water Cycle	Year 4
		Newspaper	The Creature	Oceans / Plastic Pollution / <u>The Whale</u>	Year 4
			The Wizards of Once	Magic / The Stone Age / <u>Stone Age Boy</u>	Year 4
	UKS2	Newspaper	Goldilocks	Traditional Tales	Year 6
		Biography	Hatshepsut	Ancient Egypt (only biography unit currently)	Year 5
Writing to Persuade	LSK2	Persuasive Advert	Skara Brae	Stone Age / <u>Stone Age Boy</u>	Year 3
			Sicily Holiday Brochure	Europe	Year 4
		Persuasive Letter	Inviting a Book Author into School		Year 4
	UKS2	Persuasive Letter	Kick	Other culture	Year 5
			Letter to Scrooge	Victorians / <u>Rooftoppers</u>	Year 6
		Speech/Campaign	Plastic Pollution	Nature / <u>Varmints</u>	Year 5
			Refugees	Refugees / <u>The Journey by Francesca Sanna</u>	Year 5
			Greta	Nature / Deforestation / Brazil / <u>The Explorer</u>	Year 6
Writing to Discuss	UKS2	Balanced Argument	Screen Use		Year 5

# Spoken Language

Essential knowledge for Spoken Language as set out in the National Curriculum.

Years 1 - 6
<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, roleplay/improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication</li></ul>