

# Writing Curriculum



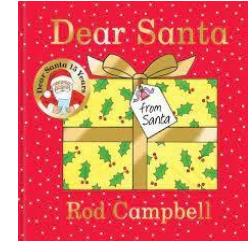
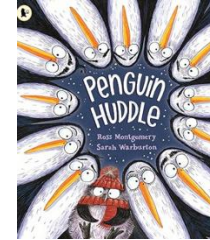
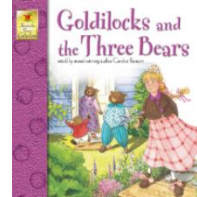
# Nursery Writing



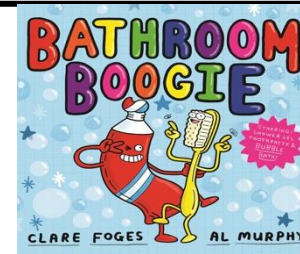
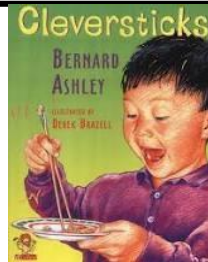
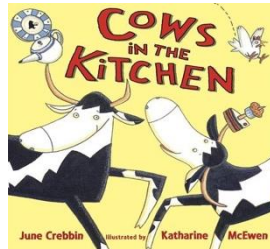
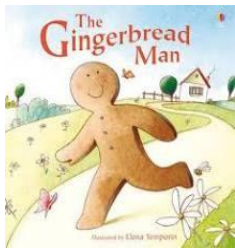
# Long Term Plan

# Nursery Cycle 1

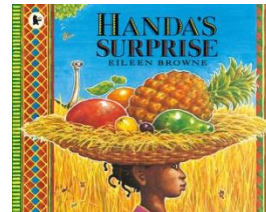
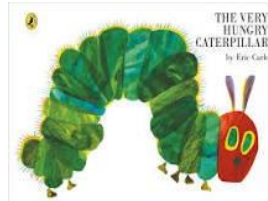
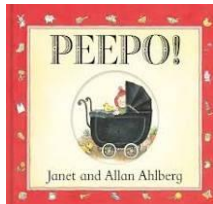
## Autumn



## Spring



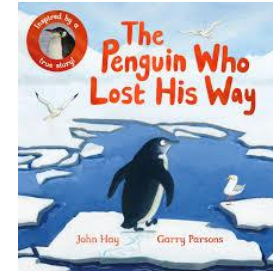
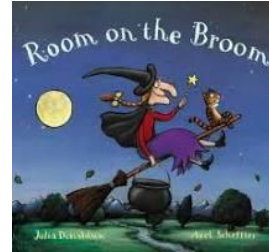
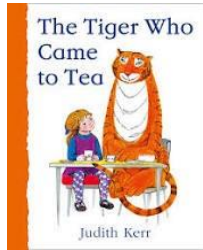
## Summer



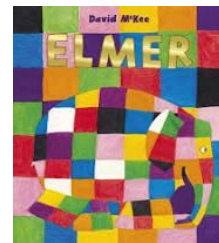
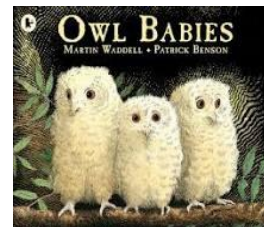
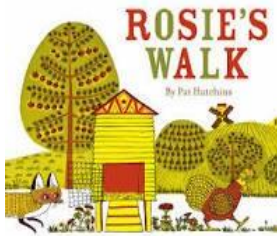
# Long Term Plan

# Nursery Cycle 2

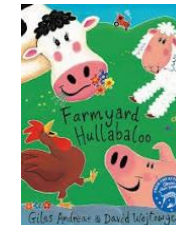
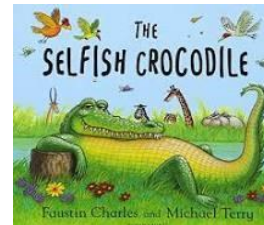
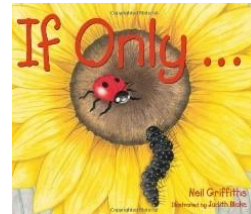
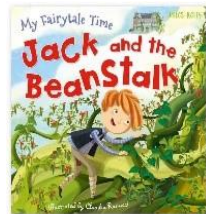
## Autumn



## Spring



## Summer



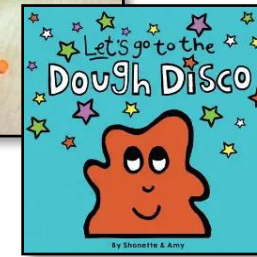
## Preparing our future writers...

Writing is more than transcription, it's about helping children see themselves as writers.

We instill in our children a love and curiosity for writing, they are fascinated by adults modelling writing with a purpose in a range of situations, including role play, being authors and making patterns.

Children are given daily opportunities to mark make indoors and outdoors, large scale movements to improve core strength and shoulder and neck stability. Being active and developing gross motor skills in large scale movements is a priority.

As children grasp, twist, thread, cut, spray and draw, they are not just using their hands, they are learning how to focus and control their actions whilst developing their muscles.



Dough Disco



Squiggle



Pre-writing patterns



Story Maps



Finger Gym



Mark making trays



Tales Toolkit



Draw a person

# Reception Writing



# Little Wandle

# Know It: Phonics

# Reception

## GPCs – learn to read and write words containing:

Teach Phase 2  
Au1

**s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l**

Teach Phase 2  
Au2

**ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk**  
words with –s /s/ added at the end (hats sits)  
words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)

Teach Phase 3  
Sp1

**ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er**  
words with double letters  
longer words

Review Phase 3  
Sp1

words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words  
words with s /z/ in the middle  
words with –s /s/ /z/ at the end  
words with –es /z/ at the end

Teach Phase 4  
Su1

**Short vowels with adjacent consonants**  
CVCC CCVC CCVCC CCCVC CCCVCC  
longer words and compound words  
words ending in suffixes: –ing, –ed , /t/, –ed /id/, /ed/, –est

Teach Phase 4  
Su2

**Phase 3 long vowel graphemes with adjacent consonants**  
CVCC CCVC CCCVC CCV CCVCC  
words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est  
longer words

## Tricky Words – learn to read and begin to write

Teach Phase 2  
Au1

is, I, the

Teach Phase 2  
Au2

as, and, has, his, her, go, no, to,  
into, she, he, of, we, me, be

Teach Phase 3  
Sp1

was, you, they, my, by, all, are,  
sure, pure

Review Phase 3  
Sp1

Review all taught so far.

Teach Phase 4  
Su1

said, so, have, like, some,  
come, love, do, were, here,  
little, says, there, when, what,  
one, out, today

Teach Phase 4  
Su2

Review all taught so far.

## Little Wandle

## Teach it: Transcription

## Reception

Early Writing Skills: Letter Formation	Early Writing Skills: Spelling	Early Writing Skills: Sentence Writing
<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Recognise how letters sit on a line.</li> <li>Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.</li> <li>Learn to form digits 0-9.</li> <li>Write own name using correct letter formation including a capital letter.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>Segment with the taught phonemes and link to graphemes to spell words.</li> <li>Orally segment and spell: <ul style="list-style-type: none"> <li>CVC- map, sit etc.</li> <li>VCC and CVCC- ant, bump etc.</li> <li>CCVC- crab, dress etc.</li> <li>CCVCC and CCCVC- drank, scrap etc.</li> <li>attempt longer polysyllabic words.</li> </ul> </li> <li>Spell tricky words they have been taught correctly.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>Write words, captions and sentences accurately through regular dictation exercises.</li> <li>Think of their own ideas for writing and compose their own sentences.</li> <li>Write their own words, captions and sentences by sharing ideas aloud, breaking this into words and writing independently.</li> <li>Use appropriately spacing between words.</li> <li>Begin sentences and their own name with a capital letter.</li> <li>End a sentence with a full stop.</li> <li>Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.</li> </ul>

**Our teaching of handwriting is based on the Morrells handwriting scheme**

**As well as practising physical exercises needed for handwriting, Reception children are taught letter formation in this order, as part of discrete handwriting instruction, separate from their work in phonics:**

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
<b>Cc Oo</b> <b>Aa Gg</b> <b>Qq Dd</b>	<b>li Ll</b> <b>Tt Kk</b> <b>Jj</b>	<b>Vv Ww</b> <b>Uu Yy</b> <b>Ff</b>	<b>Rr Nn</b> <b>Mm Hh</b> <b>Pp</b>	<b>Bb Ee</b> <b>Ss Xx</b> <b>Zz</b>

The teaching of writing by the end of each term in Reception should enable children to:

Autumn		Spring		Summer	
Transcription	Write some letters from their name from memory.	Transcription	Write first name accurately and from memory.	Transcription	Write some taught digraphs and trigraphs from memory.
	Copy write their first name correctly and begin to write it from memory.		Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation).		Write CVC words by segmenting the sounds and then writing each grapheme with more accuracy.
	Be aware of the language up, down, round, back, under, flick.		Begin to write taught digraphs and trigraphs.		Write some common exception words matched to Little Wandle as they are taught and copy write others from a display or word mat.
	Be aware that writing goes from left to right and from top to bottom – adult to model.		Write from left to right (a dot can be given to remind them where to start)		Write recognisable letters, most of which are correctly formed (correct starting point, sequence of movement and orientation).
	Begin to form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation), including through use of over-writing (Little Wandle: Phase 2)		Begin to write CVC words by segmenting the sounds and then writing each grapheme		Use finger spaces between two or more words
	Copy write CVC words by segmenting the sounds and then writing each grapheme.		Use finger spaces between two or more words.		Re-read words to check that they contain all the sounds.
	Represent some sounds correctly in their writing e.g. initial sounds.		Begin to re-read their words to check that they have all the sounds and make sense.	Sentence Structure	Write full name (first and surname) accurately, including capital letters.
	Copy write common exception words matched to Little Wandle as they are taught.		Copy write common exception words matched to Little Wandle as they are taught and begin to write some dictated common exception words.		Rehearse a simple sentence orally and retain it (with support), ready to write
Sentence Structure	Understand that a sentence is a complete thought and it must make sense.	Sentence Structure	Copy write full name (first and surname) and begin to write it from memory (forming letters correctly including capitals).		Routinely write a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts).
	Compose a sentence orally, making sure they have every word in a sentence.		Compose a sentence orally to share their own ideas.		Re-read sentences to check that they make sense.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

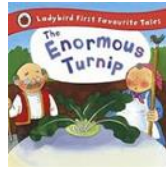
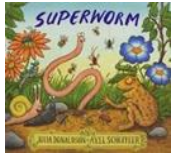
Hand over hand letter formation, overwriting letters written with a yellow pen	Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code
Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	

These can be tracked back further to meet the needs of the individual child.

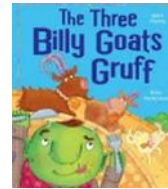
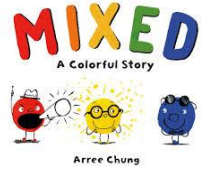
## Long Term Plan

## Reception

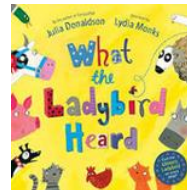
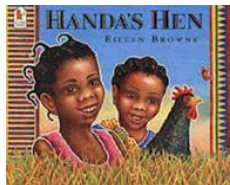
### Autumn



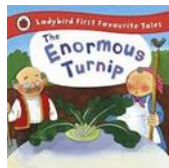
### Spring



### Summer



# Autumn



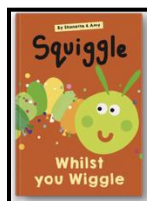
## Transcription

- Begin to sit correctly at a table with 2 legs on the floor
- Pick up and position a pencil correctly
- Hold a pencil using a tripod grip with support
- Use other hand to hold the paper still with support
- Begin to form lower case letters accurately as they learn sounds from Phase 2
- Copy write CVC words by segmenting the sounds and then writing each grapheme
- Copy writing taught tricky words
- Begin to write some letters on a line
- Teachers model handwriting and spelling and children are given ample opportunities to practice these skills

## Composition

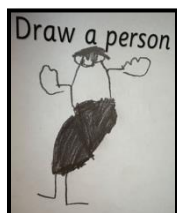
- Teachers model the process of being a writer linked to texts
- Understand that a sentence is a complete thought and it makes sense
- Compose a sentence orally making sure they have every word in a sentence
- To learn new vocabulary linked to texts
- Speak in a full sentence beginning to use the correct tense and word order
- Begin to use own ideas for writing

Squiggle



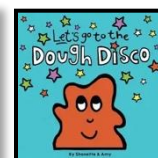
Initial sound labelling

Draw a person



Writing in Reception looks like ...

Dough Disco



Story Maps



## Fine-Motor

- Begin to use a range of writing tools e.g. pencils, pens, whiteboard pens and chalk
- Begin to use a range of tools e.g. paintbrushes, scissors, tweezers
- Draw lines and circles using clockwise and anticlockwise movements
- Draw patterns and shapes in a variety of ways e.g. chalk, paint, water, sand.

## Name Writing

- Write some letters from their name from memory
- Copy write their first name correctly and begin to write it from memory

Step by Step Drawing

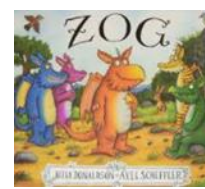
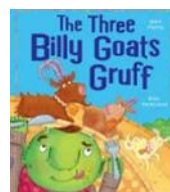
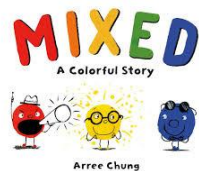


Tales Toolkit



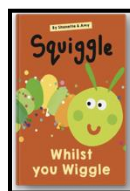
Finger Gym





## Transcription

- Begin to sit correctly at a table with 2 legs on the floor
- Hold a pencil using a tripod grip and use it effectively
- Use other hand to hold and tilt the paper still
- Form lower case letters accurately when copying a model (correct starting point, sequence of movement and orientation)
- Begin to write taught digraphs and trigraphs
- Write from left to right
- Begin to write CVC words by segmenting the sounds and then writing each grapheme
- Copy write taught tricky words
- Become more consistent with writing letters on the line
- Teachers model handwriting and spelling and children are given ample opportunities to practice these skills



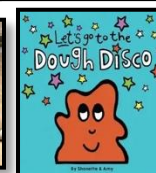
Squiggle



Dictated Phrases



Dough Disco



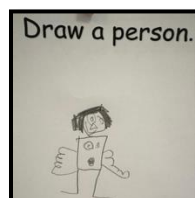
## Fine-Motor

- Begin to use a range of writing tools with more accuracy e.g. pencils, pens, whiteboard pens and chalk
- Begin to use a range of tools with more accuracy e.g. paintbrushes, scissors, tweezers
- Begin to use a dominant hand
- Begin to draw recognizable pictures
- Draw lines and circles using clockwise and anticlockwise movements
- Draw patterns and shapes in a variety of ways e.g. chalk, paint, water, sand.



Story Maps

Draw a person



Writing in Reception looks like ...

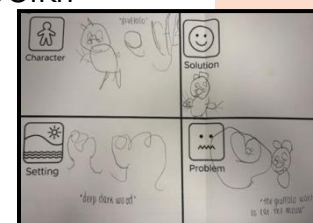
## Composition

- Teachers model the process of being a writer linked to texts
- Understand that a sentence is a complete thought and it makes sense
- Compose a sentence orally to share their own ideas
- To learn new vocabulary linked to texts
- Speak in a full sentence using the correct tense and word order
- Begin to use own ideas for writing
- Begin to use a capital letter to start a sentence and full stop to end a sentence
- Use finger spaces between two or more words
- Begin to re-read words to check they have all their sounds and make sense
- Rehearse a simple phrase orally and retain it (with support) ready to write

Step by Step Drawing



Tales Toolkit

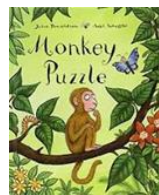


Finger Gym



## Name Writing

- Write first name accurately and from memory forming letters correctly including capital
- Copy write full name (first and surname)

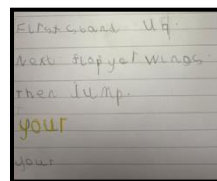


## Transcription

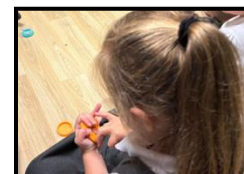
- Begin to sit correctly at a table with 2 legs on the floor
- Hold a pencil effectively and with good control, using a tripod grip and close to the point
- Use other hand to hold and tilt the paper still
- Form lower case letters accurately when copying a model (correct starting point, sequence of movement and orientation)
- Begin to write taught digraphs and trigraphs
- Write from left to right
- Begin to write CVC words by segmenting the sounds and then writing each grapheme
- Write some taught tricky words and copy others from a display or word-mat
- Write many letters on the line
- Use the full width of the page writing from left to right, top to bottom
- Teachers model handwriting and spelling and children are given ample opportunities to practice these skills



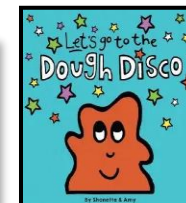
Squiggle



Simple Sentence Writing



Dough Disco



Story Maps



Draw a person



Writing in Reception looks like ...



Step by Step Drawing

Tales Toolkit



Finger Gym



## Fine-Motor

- Have a preference for a dominant hand consistently
- Use a range of writing tools more accurately (e.g. pens, pencils, whiteboard pens and chalk)
- Write recognisable letters most of which are correctly formed
- Show more accuracy and care when drawing
- Draw recognizable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth etc.

## Name Writing

- Write full name (first and surname) accurately including capital letters

## Composition

- Teachers model the process of being a writer linked to texts
- Understand that a sentence is a complete thought and it makes sense
- Rehearse a simple sentence orally and retain it (with support) ready to write
- To learn new vocabulary linked to texts
- Speak in a full sentence using the correct tense and word order
- Begin to use own ideas for writing
- Routinely write a short sentence containing words with known letter sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts)
- Begin to use simple adjectives
- Re-read sentences to check they have all their words and make sense

## ELG

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

# Year 1 Writing



## New Learning

## Prior Learning

## Know It

## Year 1

### Spelling

plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
suffix	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.
<b>compound</b>	Two words joined together to make a new word.

### Punctuation

exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
<b>finger space</b>	A space left to separate words
<b>full stop</b>	A mark used to show the end of a sentence.
<b>capital letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

### Sentence Structure

subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
<b>sentence</b>	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

### Word Class

noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

### Tense

tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

# Little Wandle

# Know It: Phonics

# Year 1

## GPCs – learn to read and write words containing:

<b>Review Phase 3 Au1</b>	<b>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</b> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end
<b>Review Phase 4 Au1</b>	<b>Short vowels with adjacent consonants</b> CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suffixes: -ing, -ed /t/, -ed /id/, /ed/, -est <b>Phase 3 long vowel graphemes with adjacent consonants</b> CVCC CCVC CCCVC CCV CCVCC, words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est and longer words
<b>Teach Phase 5 Au1</b>	ai/ ay play    /ow/ ou cloud    /oi/ oy toy    /ea/ ea each
<b>Teach Phase 5 Au2</b>	/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
<b>Teach Phase 5 Sp1</b>	/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
<b>Teach Phase 5 Sp2</b>	/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
<b>Teach Phase 5 Su2</b>	/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 si ci potion mission mansion delicious    /or/ augh our oar ore daughter pour oar more

## New Learning

## Prior Learning

## Tricky Words – learn to read and begin to write

<b>Review Phase 2 Au1</b>	is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
<b>Review Phase 3 Au1</b>	was, you, they, my, by, all, are, sure, pure
<b>Review Phase 4 Au1</b>	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
<b>Teach Phase 5 Au2</b>	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
<b>Teach Phase 5 Sp1</b>	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
<b>Teach Phase 5 Sp2</b>	once, laugh, because, eye
<b>Teach Phase 5 Su2</b>	busy, beautiful, pretty, hour, move, improve, parents, shoe

Children are taught to spell following the LET Spelling Curriculum. This is in addition to their phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Tricky words: <b>is, his, as, has, I, the, and, so, go, no</b></li> <li>The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz</li> <li>The sound /ck/ spelt as k and ck</li> <li>The /ŋ/ sound spelt ng and nk</li> <li>Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs)</li> <li>The stressed and unstressed sound /er/ (Y1 word: <b>her</b>)</li> <li>The sound /ar/ spelt as the digraph ar</li> <li>Tricky words: <b>her, to, into, do, of, she, he, we, me, be</b></li> </ol>	<ol style="list-style-type: none"> <li>The sound /ai/ spelt as the digraphs ai and ay</li> <li>The sound /oi/ spelt as the digraphs oi and oy</li> <li>The sound /ee/ spelt as the digraphs ee and ea</li> <li>The sound /ur/ spelt as the digraphs ur and ir</li> <li>Adding the suffix -ing where no change to the root word</li> <li>is needed</li> <li>Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed</li> <li>Tricky words: <b>was, you, they, my, by, all, are, sure, pure, said</b></li> </ol>	<ol style="list-style-type: none"> <li>Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed</li> <li>The sound /igh/ spelt as the trigraph igh and the digraph ie</li> <li>The sound /ow/ spelt as the digraph ou and ow (Y1 word: <b>out</b>)</li> <li>The sound /oa/ spelt as the digraphs ow, oa and oe</li> <li>Tricky words: <b>have, like, were, here, says, there, today, your, our, out</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>The sound /e/ spelt as the digraph ea</li> <li>The sound /or/ spelt as the digraph or and the trigraph oor</li> <li>The sound /or/ spelt as the digraphs aw and au</li> <li>The sounds /oo/ and /yoo/ spelt as ue and ew</li> <li>The sounds /oo/ and /u/ spelt as the digraph oo</li> <li>Tricky Words: <b>when, what, where, one, some, come, love, little, house, mouse</b></li> </ol>	<ol style="list-style-type: none"> <li>The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e</li> <li>The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e</li> <li>The sounds /oo/ and /yoo/ spelt as the split digraph u-e</li> <li>The sounds /igh/ and /ee/ spelt as y at the end of a word</li> <li>Words with unstressed vowels</li> <li>Tricky words: <b>once, want, their, any, many, again, who, whole, school, friend</b></li> </ol>	<ol style="list-style-type: none"> <li>The sound /ch/ spelt as tch</li> <li>The /v/ sound at the end of words</li> <li>The trigraphs ear and air</li> <li>The sound /air/ spelt as the trigraphs ear and are</li> <li>Adding the suffix -er to make a noun where no change to the root word is needed</li> <li>Adding the suffixes -er and -est where no change to the root word is needed</li> <li>The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: <b>when, where</b>)</li> </ol>

### Writing Skills

#### Grammar

##### Children should be taught to construct sentences through:

- understanding that sentences are groups of words which must contain a subject/object and a verb
- combining words to make basic sentences which include a subject/object and a verb
- adding adjectives to describe subject/object within the sentence
- joining words and clauses using and

#### Punctuation

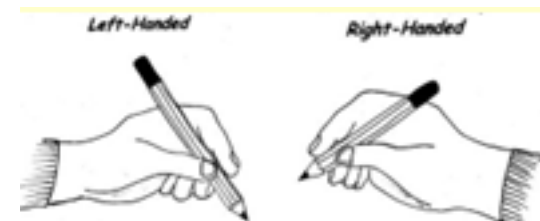
- leaving spaces between words
- use of a capital letter to start a sentence
- use of a capital letter for proper nouns and personal pronoun I
- use of full stops to mark the end of a sentence
- use of exclamation marks and question marks

### Handwriting

#### Children should use their handwriting skills to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting family and practise these.

Ensure that the needs of left-handed children are considered.



#### Our teaching of handwriting is based on the Morrells handwriting scheme

As well as continuing to practise physical exercises needed for handwriting, children are taught letter formation in this order, as part of discrete handwriting instruction, separate from their work in phonics:

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	li Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

#### Developing a Good Pencil Grip

We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.



## Whole Class Teaching of English in Year 1 should include:

- Daily phonics
- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily shared reading of quality texts
- Daily opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics

## A Model Sequence Of Guided And Independent Teaching And Learning Opportunities

Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.

### Emerging Writers Guided/Support Work

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- Word build within the taught phonics code
- Write simple dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences for an adult to scribe.

### Developing Writers Guided/Support Work

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- Word build within the taught phonics code
- Write longer dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences before writing, with adult support.

### Secure Writers Guided/Support Work

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- Orally compose sentences with a focus on developing vocabulary choices
- Write for different purposes showing an awareness of the reader
- Re-read their work for sense and accuracy

### Independent Work

- Write a longer series of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.

Descriptive Writing	Recounts of Events	Retell of a Story (Section)
Children learn to describe objects, characters and settings linked to books or topics.	Children learn to recount real and imagined events, linked to experiences or books they have read.	Children learn to retell stories orally and practise writing sections of these, following lots of exposure to the story.
<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Use adjectives after the noun to describe what can be seen</li> <li>• Use other sensory descriptions</li> <li>• Use subject-specific language as appropriate</li> <li>• Use the conjunction 'and' to link words and clauses</li> </ul>	<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• State how an event has made them feel</li> <li>• Sequence events in chronological order</li> <li>• Use adjectives to describe</li> <li>• Use the conjunction 'and' to link words and clauses</li> <li>• Use exclamatory sentences (e.g. to sum up the day)</li> <li>• Use the past tense</li> </ul>	<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Sequence events within their retell.</li> <li>• Use adjectives to describe</li> <li>• Use the conjunction 'and' to link words and clauses</li> <li>• Use the present or past tense appropriately</li> <li>• Use patterned language from the text or known story language</li> </ul>

# Apply It: Suggested Short Narratives for Secure Writers

Year 1

Poetry	Information	Simple Instructions	Postcards
Children should explore and experience a range of poetry, including shape poems	Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to write instructional sentences through practical experiences and imagined opportunities.	Children learn to write postcards linked to a recount of a real event or to a story.
<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• explore, develop and use growing vocabulary</li> <li>• use adjectives to describe</li> <li>• use subject-specific language</li> <li>• use simple repetitive/ patterned structures.</li> </ul> <p><b>Due to mixed year groups, Y1 and Y2 will learn to write shape poems during Cycle A.</b></p>	<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Use the present tense</li> <li>• Use subject-specific vocabulary</li> <li>• Use capital letters for proper nouns</li> <li>• Use adjectives to provide more factual detail</li> <li>• Use the conjunction 'and' to link words and clauses</li> </ul>	<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Write in sequential order</li> <li>• Use numbered steps</li> <li>• Use imperative verbs</li> <li>• Use subject-specific vocabulary</li> <li>• Use the conjunction 'and' to link words and clauses</li> </ul>	<p><b>Through modelling, the children are encouraged to:</b></p> <ul style="list-style-type: none"> <li>• Begin with a welcome greeting</li> <li>• Use nouns to refer to people and places</li> <li>• Use adjectives to describe</li> <li>• Use past tense</li> <li>• Use the conjunction 'and' to link ideas or information</li> <li>• Include a closing statement</li> </ul>

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 1 should enable children to:

Autumn		Spring		Summer	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.		Spell many Year 1 common exception words correctly.		Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)		Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)		Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est).
	Form most lower case letters with correct starting point, sequence of movement and orientation.		Form many lower case letters with correct starting point, sequence of movement and orientation.		Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.		Form many capital letters with correct starting point, sequence of movement and orientation.		Form most capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.		Group letters into words without spaces between graphemes.		Group letters into words without spaces between graphemes.
	Leave spaces between most words in a caption or sentence.		Leave spaces between most words when writing more than one sentence.		Leave spaces between words within writing.
	Position some letters on the line correctly with some descenders going underneath.		Position many letters on the line correctly with many descenders going underneath.		Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.
Sentence Structure	Begin to use a capital letter for the pronoun 'I'.	Sentence Structure	Use a capital letter for the pronoun 'I' with only occasional error.	Sentence Structure	Use a capital letter for the pronoun 'I'.
	Punctuate some sentences with a capital letter.		Use a capital letter for some proper nouns.		Use a capital letter for many proper nouns.
	Punctuate some sentences with a full stop.		Punctuate many sentences with a capital letter.		Punctuate most sentences with a capital letter within a short series of sentences.
	Begin to use the simple present tense.		Punctuate many sentences with a full stop.		Punctuate most sentences with a full stop within a short series of sentences.
	Begin to use the simple past tense.		Use the co-ordinating conjunction 'and' to join words.		Use the co-ordinating conjunction 'and' to join words.
	Re-read sentences to check that they include all the words needed for them to make sense.		Use the simple present tense with increasing accuracy.		Use the co-ordinating conjunction 'and' to join clauses.
			Use the simple past tense with increasing accuracy.		Use the simple present tense mostly correctly.
Composition	Compose, rehearse and write one or more single-clause sentences following teacher modelling.	Composition	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.	Composition	Compose, rehearse and write a series of meaningful sentences.
	Write one or more sentences for different purposes.		Write a short series of sentences for different purposes.		Write a series of sentences for different purposes.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 1

Autumn			Real Life Experience Saltburn Visit				
	Descriptive Writing	Story Writing	Recount		Descriptive Writing	Story Writing	Information
Spring						Real Life Experience Make a Lighthouse	
	Recount	Descriptive Writing	Information	Story Writing	Recount	Instruction	
Summer	Examples of shape poems linked to context		Real Life Experience Make a Crown				
	Poetry	Information	Instruction	Story Writing	Post Card	Whole School Write	

# Year 2 Writing



## New Learning

## Prior Learning

## Know It

## Year 2

### Spelling

<b>contraction</b>	Two words that are joined and made shorter by omitting a letter.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>consonant</b>	A sound you pronounce by stopping the air flowing freely through your mouth, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants.
<b>vowel</b>	A sound you pronounce with your mouth open and air flows freely through it. In the English writing system, the letters a, e, i, o, u and y can represent vowels.
<b>plural</b>	More than one noun.
<b>singular</b>	One noun.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.
<b>syllable</b>	A syllable sounds like a beat in a word.

### Punctuation

<b>apostrophe for possession</b>	A mark used to show that a noun 'belongs' to one person or object.
<b>apostrophe for contraction</b>	A mark used to show the place of missing (omitted) letters.
<b>commas for lists</b>	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
<b>exclamation mark</b>	A mark used to show surprise, urgency or emphasis.
<b>question mark</b>	A mark used to show a question.
<b>finger space</b>	A space left to separate words
<b>full stop</b>	A mark used to show the end of a sentence.
<b>capital letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

### Sentence Structure

<b>statement sentence</b>	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
<b>command sentence</b>	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark.
<b>question sentence</b>	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
<b>exclamation sentence</b>	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
<b>subject</b>	Who or what is being or doing an action.
<b>verb</b>	A word that shows action or links to show being.
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.
<b>sentence</b>	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

### Word Class

<b>noun phrase</b>	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
<b>adverb</b>	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
<b>pronoun</b>	A type of word which replaces a noun.
<b>noun</b>	The names of people, places and things/objects.
<b>common noun</b>	A common noun refers to a general person, place or thing. It is not the one and only.
<b>proper noun</b>	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
<b>adjective</b>	A word to describe a noun.
<b>verb</b>	A word that shows action or links to show being or happening.
<b>conjunction</b>	A word that links words and clauses.

### Tense

<b>progressive</b>	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
<b>tense</b>	A verb form which shows time.
<b>past tense</b>	Something which has already happened or existed.
<b>present tense</b>	Something which is happening or being now.

GPCs – learn to read and write words containing:

Review Phase  
5  
Au1

/ai/ a-e ai ay a eigh ea ey aigh  
 /ee/ y ea ee e ie ey e-e  
 /igh/ igh i-e i y ie  
 /oa/ ow o o-e oa oe ou  
 /oo/ /yoo/ oo u u-e ew ue ou ui  
 /air/ air are ear ere  
 /ur/ er ur ir or ear  
 /ow/ ou ow  
 /or/ or a aw au ore oor al oar our augh aur  
 /zh/ si su  
 /ch/ ch tch ture  
 /sh/ sh ti ch ssi ci si  
 /j/ j g ge dge  
 /s/ s ss c ce se st sc /u/ ou  
 /e/ ea  
 /i/ y  
 /o/ a  
 /u/ o o-e  
 /oo/ u oul  
 schwa: er a or ar our re  
 ie /ee/ /igh/  
 y /ee/ /igh/ /i/  
 ea /ee/ /e/ /ai/  
 a /a/ /ai/ /or/

New Learning

Prior Learning

Tricky Words – learn to read and begin to write

Review Phase 5  
Au1

people, eye, whole,  
 through, improve, move,  
 prove, shoe, two, who,  
 beautiful, their, parents,  
 thought, sure, once,  
 again, any, many, friend,  
 busy, pretty, because,  
 laugh, friend

Year 1/2 Statutory Words

door, floor, poor, because, find, kind, mind,  
 behind, child, children, wild, climb, most, only,  
 both, old, cold, gold, hold, told, every,  
 everybody, even, great, break, steak, pretty,  
 beautiful, after, fast, last, past, father, class, grass,  
 pass, plant, path, bath, hour, move, prove,  
 improve, sure, sugar, eye, could, should, would,  
 who, whole, any, many, clothes, busy, people,  
 water, again, half, money, Mr, Mrs, parents,  
 Christmas

the, a, do, to, today, of, said, says, are, were,  
 was, is, his, has, I, you, your, they, be, he, me, she,  
 we, no, go, so, by, my, here, there, where, love,  
 come, some, one, once, ask, friend, school, put,  
 push, pull, full, house, our

Children are taught to spell following the LET Spelling Curriculum. This is in addition to any phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap tricky words: <b>here, there, where, were, your, they, our, said, was, once</b></li> <li>Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>Recap: The sound /ch/ spelt as tch</li> <li>Recap: The /v/ sound at the end of words</li> <li>Recap: Adding the suffixes -s and -es to root words (plural of nouns and the third person singular of verbs)</li> <li>Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh</li> <li>Recap: Adding the suffix -ed making the sounds id/ (extra syllable), /d/ or /t/ where no change is needed to the root word</li> <li>Tricky words: <b>Christmas, because, find, kind, mind, behind, child (children), wild, climb</b></li> </ol>	<ol style="list-style-type: none"> <li>The /dʒ/ sound spelt as j or g</li> <li>The /dʒ/ sound spelt as dge or ge</li> <li>Recap: The sound /ck/ spelt as k</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>Homophones and near-homophones: <b>there/their/they're, here/hear, one/won, to/too/two, be/bee</b></li> <li>Tricky words: <b>most, only, both, old, cold, gold, hold, told, door, floor, poor</b></li> </ol>	<ol style="list-style-type: none"> <li>The /r/ sound spelt wr at the beginning of words</li> <li>The /l/ or /əl/ sound spelt -le or -el at the end of words</li> <li>The /l/ or /əl/ sound spelt -al or -il at the end of words</li> <li>Recap: The /aɪ/ sound spelt -y at the end of words</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>Tricky words: <b>every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Adding -ed, and -ing to a root word ending in -y with a consonant before it</li> <li>Adding -er and -est to a root word ending in -y with a consonant before it</li> <li>Adding the endings -ing and -ed to words ending in -e with a consonant before it</li> <li>Adding the endings -er, and -est to words ending in -e with a consonant before it</li> <li>Tricky words: <b>hour, move, prove, improve, eye, could, should, would, who, whole</b></li> </ol>	<ol style="list-style-type: none"> <li>The suffixes -ment and -ness</li> <li>The suffixes -ful, -less, -ly</li> <li>Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>The /ɔ:/ sound spelt a before l and ll</li> <li>Tricky words: <b>any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</b></li> </ol>	<ol style="list-style-type: none"> <li>The /ʌ/ sound spelt o</li> <li>The /i:/ sound spelt -ey</li> <li>The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w</li> <li>The /ɒ/ sound spelt a after w and qu</li> <li>The /ʒ/ sound spelt si or su</li> <li>The /ʃ/ sound spelt as ti (before on)</li> <li>Homophones and near-homophones: <b>quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight</b></li> </ol>

# Teach it: Transcription and Sentence Structure

Year 2

## Securing Transcription Skills and Sentence Structure

**Children in Year 2 are given opportunities to develop fluency in transcription skills through:**

- Daily handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Regular transcription and sentence writing practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

**Our teaching of handwriting is based on the Morrells handwriting scheme**

**As well as continuing to practise physical exercises needed for handwriting, children are taught letter formation in this order, as part of discrete handwriting instruction:**

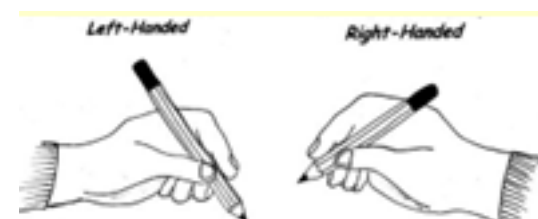
First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	li Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

## Handwriting

**Children should use their handwriting skills to:**

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form lower-case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the true size of the letters.

Ensure that the needs of left-handed children are considered.



### Developing a Good Pencil Grip

We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.



## Writing Skills

## Grammar

- use of co-ordinating conjunction 'and'

Children should be taught to increase their range of sentence structures through:

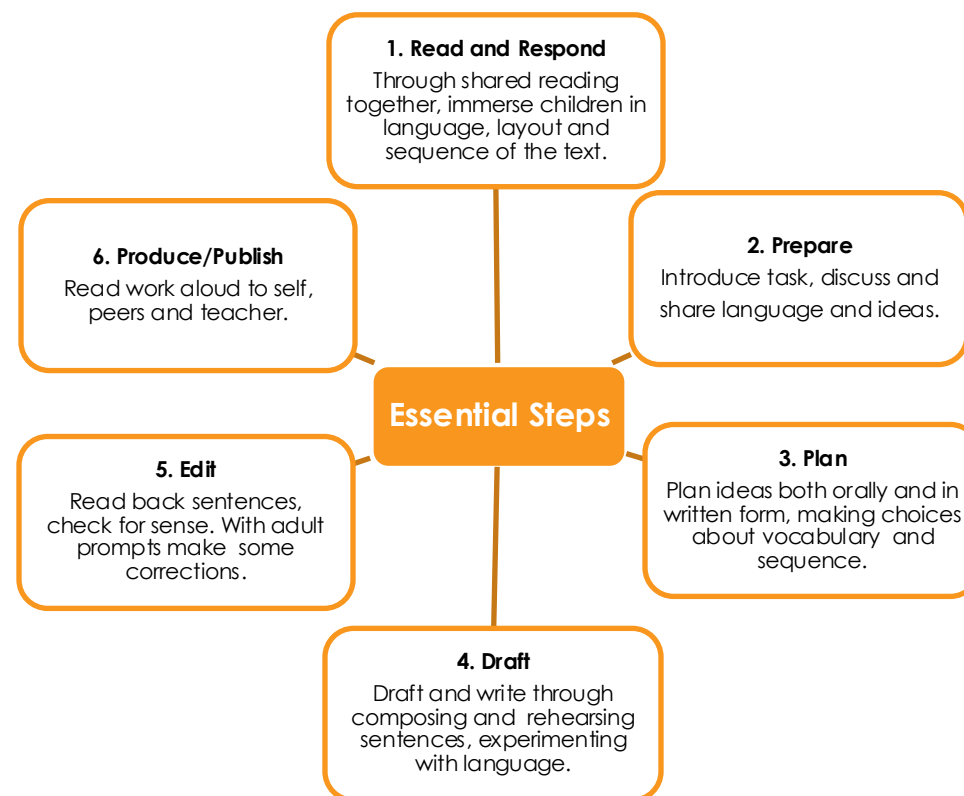
- use of noun phrases to describe and specify
- use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas
- use of different sentence forms i.e. statement, command, question, exclamation
- use of present and past tense throughout writing
- use of progressive tense to mark actions in progress
- use of adverbs of manner

## Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of capital letters and full stops to demarcate sentences
- use of exclamations marks and question marks to demarcate sentences
- use of commas to separate items in a list
- use of apostrophes for contraction words
- use of apostrophes for singular use possession in nouns

## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing. In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.

To inform
recount (real)
instructions
information

To entertain	
character profile	story writing
recount (imagined)	poetry

Children should be taught to consider the importance of context, audience and purpose through:

- choosing different sentence forms appropriately according to purpose.
- thinking about the reader when choosing language to make writing clear and engaging.
- selecting the appropriate tense; using it correctly and consistently.



Short Story Writing	Poetry	Character Profiles	Recount
Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.	Children should explore and experience a range of poetry, including acrostic poems.	Children learn to write character profiles linked to a familiar text, class novel or historical figure.	Children learn to recount of an imagined or historical event written from a character's viewpoint.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a title for their story;</li> <li>establish the setting;</li> <li>introduce the character(s);</li> <li>include a problem or special event;</li> <li>sequence events clearly;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use mainly third person ;</li> <li>use co-ordinating conjunctions;</li> <li>use subordinating conjunctions;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use noun phrases to aid cohesion;</li> <li>use adverbs and adjectives to give detailed descriptions;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p><b>Children should be encouraged to compose acrostic poems through:</b></p> <ul style="list-style-type: none"> <li>choose a topic/themed word and arrange it vertically</li> <li>begin each line with the next letter of that word</li> <li>understand that acrostic poems do not need to rhyme</li> <li>use poetic devices such as alliteration, similes and rhythm to create effect</li> </ul> <p>Pupils should also experience a range of poetry through the reading curriculum.</p> <p><b>Due to mixed year groups, Y1 and Y2 will learn to write acrostic poems during Cycle B.</b></p>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>introduce the character to the reader;</li> <li>describe the character's appearance and personality;</li> <li>explain why their character is significant/important;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use conjunctions to link ideas;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use a range of adjectives to describe appearance and personality;</li> <li>use simple similes to add detail and description;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail ;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>state what the imagined/historical event was;</li> <li>express what type of day/ experience it has been;</li> <li>sequence events in chronological order;</li> <li>close by expressing final thoughts;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use the first person;</li> <li>use the past tense;</li> <li>include time and sequence conjunctions;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>include adjectives to build detailed descriptions;</li> <li>use adjectives to describe and convey emotions;</li> <li>use noun phrases to aid cohesion;</li> <li>use pronouns to avoid the repetition of names;</li> <li>use language drawn from knowledge of context.</li> </ul>

Information	Simple Instructions	Recount (Real Event)
Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.	Children learn to inform about real events, linked to a trip, school visitor or personal news.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a title which outlines what the information text is about;</li> <li>introduce what the text is going to be about;</li> <li>give information about the topic;</li> <li>include labelled pictures;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use the third person;</li> <li>use mainly present tense;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use noun phrases to clarify;</li> <li>use pronouns to avoid repetition;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to....";</li> <li>include a list of materials/ingredients;</li> <li>sequence the instructions with numbered steps or sequencing words;</li> <li>close with a final statement or warning i.e. 'now you will have...' 'be careful to';</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use conjunctions to aid the sequence (first, next, after that);</li> <li>use mainly present tense;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use imperative verbs to give clear directions;</li> <li>use adjectives and adverbs only for essential information;</li> <li>use subject-specific vocabulary.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>state what the event/experience was;</li> <li>express what type of day/experience it has been;</li> <li>sequence events in chronological order;</li> <li>close by expressing final thoughts;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use the first person;</li> <li>use the past tense;</li> <li>include time and sequence conjunctions;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>include adjectives to build detailed descriptions;</li> <li>use adjectives to describe and convey emotions;</li> <li>use noun phrases to aid cohesion;</li> <li>use pronouns to avoid the repetition of nouns.</li> </ul>

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 2 should enable children to:

Autumn		Spring		Summer	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Spell many words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1 and some Year 2 common exception words correctly.		Spell most Year 1 and many Year 2 common exception words correctly.		Spell most Year 1/2 common exception words correctly.
	Apply taught spelling patterns in order to add suffixes to words where the root word remains the same mostly correctly (-s, -es, -ed, -ing, -er, -est).		Begin to apply taught spelling patterns in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est).		Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.		Often choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Begin to show distinction between small and tall letters through appropriate sizing.		Form most lower case and capital letters with correct starting point, sequence of movement and orientation.		Spell some contraction words correctly.
	Begin to show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.		Show distinction between small and tall letters through appropriate sizing.		Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.
	Use appropriate spacing between words.		Show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.		Use appropriate spacing between words that reflects the size of the letters.
	Position most letters on the line correctly with descenders always going underneath.		Use appropriate spacing between words that is beginning to reflect the size of the letters.		Maintain consistency in positioning all letters on the line with descenders always going underneath.
	Re-read words to check that they contain all the sounds and begin to check that they have the correct representations.		Develop consistency in positioning all letters on the line with descenders always going underneath.		Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.
Sentence Structure	Use a capital letter for many proper nouns and the pronoun 'I'.	Sentence Structure	Use a capital letter for most proper nouns and the pronoun 'I'.	Sentence Structure	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a short series of sentences.		Punctuate most sentences with a capital letter within a series of sentences.		Punctuate most sentences with a capital letter within a longer series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.		Punctuate most sentences with a full stop within a series of sentences.		Punctuate most sentences with a full stop within a longer series of sentences.
	Use co-ordinating conjunctions ('and', 'but') to join some clauses.		Begin to use a question mark or exclamation mark when it is needed.		Use a question mark or exclamation mark when it is needed.
	Use the simple present tense mostly correctly within a short series of sentences.		Put the apostrophe in the correct place within some contractions.		Put the apostrophe in the correct place within many contractions.
	Use the simple past tense mostly correctly within a short series of sentences.		Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.		Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use adjectives after the noun.		Use subordinating conjunctions ('because') to extend some clauses.		Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.		Use the simple present tense consistently and correctly within a series of sentences.		Use the simple present tense consistently and correctly within a longer series of sentences.
			Use the simple past tense consistently and correctly within a series of sentences.		Use the simple past tense consistently and correctly within a longer series of sentences.
Composition	Write simple pieces (narrative and non-narrative).	Composition	Use adjectives after the noun and begin to use them before the noun (noun phrase).	Composition	Use adjectives before and after the noun.
	Begin to choose adjectives and verbs for effect.		Re-read sentences to check that they include all the words and punctuation needed for them to make sense.		Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
	Begin to open sentences in different ways through use of pronouns and synonyms.		Write simple pieces (narrative and non-narrative), most of which are coherent.		Write simple, coherent pieces (narrative and non-narrative).
			Choose adjectives and verbs for effect.		Choose adjectives and verbs for effect.
			Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.		Begin to use adverbs to add detail.
			Begin to vary sentence structures through some use of both single and multi-clause sentences.		Open sentences in different ways through use of pronouns, synonyms and time adverbs.
					Vary sentence structures through some use of both single and multi-clause sentences.

In the summer term, children can begin to be assessed as working at Greater Depth within the Year 2 standard. It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below:

Greater Depth	Write short narrative and non-narrative pieces that are interesting and maintain sense.
	Make own choices about: <ul style="list-style-type: none"> <li>the way that sentences are structured</li> <li>the most appropriate and effective vocabulary</li> <li>the punctuation used</li> </ul> to show an individual writer's voice.
	Use language and techniques read or heard to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 2

Autumn			Real Life Experience Visit to Lake			
	Descriptive Writing	Story Writing	Recount	Descriptive Writing	Story Writing	Information
Spring			Real Life Experience Visit to Stewart Park			
	Recount	Descriptive Writing	Recount	Information	Story Writing	Instruction
Summer			Real Life Experience Creating a Bird Feeder			
	Poetry	Information	Instruction	Story Writing	Post Card	Whole School Write

# Year 3 Writing



## New Learning

## Prior Learning

## Know It

## Year 3

### Spelling

<b>stressed</b>	A syllable within a word given greater emphasis.
<b>unstressed</b>	Letters which are not easy to hear within a word.
<b>irregular verb</b>	A verb that doesn't follow the usual pattern for changing tense.
<b>contraction</b>	Two words that are joined and made shorter by omitting a letter.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>plural</b>	More than one noun.
<b>singular</b>	One noun.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.
<b>syllable</b>	A syllable sounds like a beat in a word.

### Punctuation

<b>inverted commas</b>	Marks used to surround direct speech. These are sometimes called speech marks.
<b>apostrophe for possession</b>	A mark used to show that a noun 'belongs' to one person or object.
<b>apostrophe for contraction</b>	A mark used to show the place of missing (omitted) letters.
<b>commas for lists</b>	A mark used to separate each item in a list (apart from the final two items which are separated using the word 'and').
<b>exclamation mark</b>	A mark used to show surprise, urgency or emphasis.
<b>question mark</b>	A mark used to show a question.

### Sentence Structure

<b>main clause</b>	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
<b>subordinate clause</b>	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
<b>reporting clause</b>	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
<b>statement sentence</b>	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
<b>command sentence</b>	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark.
<b>question sentence</b>	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
<b>exclamation sentence</b>	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.

### Word Class

<b>preposition</b>	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
<b>co-ordinating conjunction</b>	A conjunction that links two independent clauses.
<b>subordinating conjunction</b>	A conjunction that links an independent clause and a subordinate clause.
<b>adverbial</b>	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
<b>comparative</b>	An adjective which compares two nouns. Comparatives can be formed by adding the suffix -er.
<b>superlative</b>	An adjective which compares three+ nouns. Comparatives can be formed by adding the suffix -est.
<b>noun phrase</b>	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
<b>adverb</b>	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
<b>pronoun</b>	A type of word which replaces a noun.
<b>conjunction</b>	A word that links words and clauses.

### Tense

<b>perfect</b>	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
<b>progressive</b>	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
<b>tense</b>	A verb form which shows time.
<b>past tense</b>	Something which has already happened or existed.
<b>present tense</b>	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap Year 2 tricky words: <i>because, every, beautiful, should, would, could, who, any, people, again, was, pretty</i></li> <li>The /ʌ/ sound spelt ou (Y3/4 words: <i>enough</i>)</li> <li>The /eɪ/ sound spelt ei and eigh (Y3/4 words: <i>reign, eight, eighth, weight</i>)</li> <li>The /eɪ/ sound spelt ey</li> <li>The /ʒə/ sound spelt -sure</li> <li>The /tʃə/ sound spelt -ture</li> <li>The /tʃə/ sound spelt -(t)ch and an er ending</li> <li>Year 3/4 words: <i>enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart</i></li> </ol>	<ol style="list-style-type: none"> <li>The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: <i>bicycle</i>)</li> <li>Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it</li> <li>Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it</li> <li>Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable)</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable)</li> <li>Year 3/4 words: <i>accident, (accidental), actual, height, possible, quarter, consider, answer, remember, bicycle</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: <i>accidentally, actually, naturally</i>)</li> <li>Recap: Adding -ly to a root word ending in -y</li> <li>Adding -ly to a root word ending in -le (Y3/4 words: <i>probably, possibly</i>)</li> <li>Adding -ly to a root word ending in -ic</li> <li>Adding -ly to a root word (exceptions)</li> <li>Year 3/4 words: <i>early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women</i></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Recap: The prefix un-</li> <li>The prefix re- (Y3/4 words: <i>(re)build</i>)</li> <li>The prefix dis- (Y3/4 words: <i>disappear (dis)believe</i>)</li> <li>The prefix mis-</li> <li>Year 3/4 words: <i>disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: <i>bicycle, centre, century, certain, circle, decide</i>)</li> <li>The /s/ sound spelt sc (Latin in origin)</li> <li>The /k/ sound spelt ch (Greek in origin)</li> <li>The /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Recap: Homophones and Near Homophones (not previously taught as homophones): <i>your, you're, which, witch, where, wear, write, right, no, know</i></li> <li>Year 3/4 words: <i>centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight</i></li> </ol>	<ol style="list-style-type: none"> <li>Homophones and near homophones: <i>great, grate, main, mane, missed, mist, meet, meat</i></li> <li>The /g/ sound spelt -gue (French in origin)</li> <li>The /k/ sound spelt -que (French in origin)</li> <li>The prefix anti-</li> <li>The prefix auto-</li> <li>The prefix super-</li> <li>Homophones and near homophones: <i>ball, bawl, break, brake, male, mail, fair, fare, berry, bury</i></li> </ol>

# Teach it: Transcription and Sentence Structure

Year 3

## Securing Transcription Skills and Sentence Structure

**Children in Year 3 are given opportunities to develop fluency in transcription skills and practise sentence writing through:**

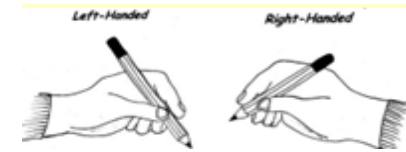
- Daily handwriting instruction where the process is carefully monitored.
- Daily application of phonics code and spelling patterns within spelling sessions.
- Regular transcription and sentence writing practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

## Handwriting

**Children should use their handwriting skills to:**

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- begin to use joined up handwriting throughout independent writing.

Ensure that the needs of left-handed children are considered.



**Our teaching of handwriting is based on the Morrells handwriting scheme**

As well as continuing to practise physical exercises needed for handwriting, children are taught letter formation in this order, as part of discrete handwriting instruction:

First Letters	Second Letters	Third Letters	Fourth Letters	Fifth Letters
Cc Oo Aa Gg Qq Dd	li Ll Tt Kk Jj	Vv Ww Uu Yy Ff	Rr Nn Mm Hh Pp	Bb Ee Ss Xx Zz

Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill. We introduce baseline joins in Year 3.

First Joins	il th hi lu
Baseline Joins	in mu un

## Writing Skills

## Grammar

- use of noun phrases
- use of subordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

- use a or an according to whether the next word begins with a consonant or vowel

Children should be taught to extend sentence structures and aid cohesion through:

- use of conjunctions, prepositions and adverbs to express time, place and cause
- use of perfect form of verbs instead of simple past e.g. He has gone out.

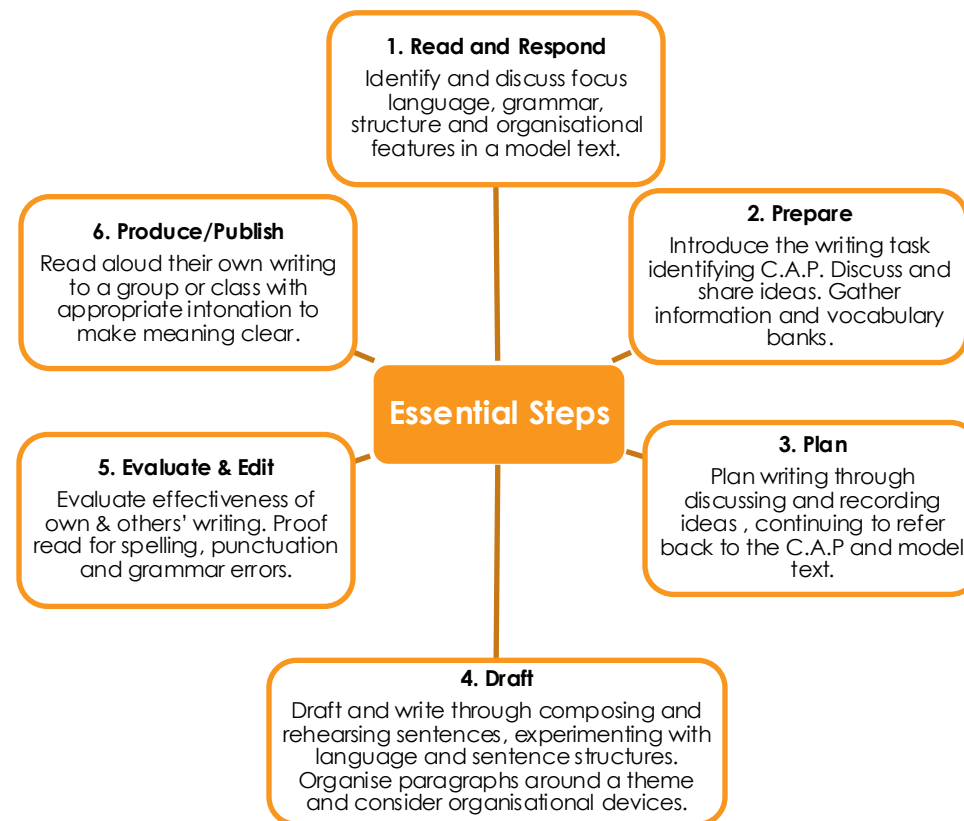
## Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of commas to separate items in a list
- use of apostrophes for contraction

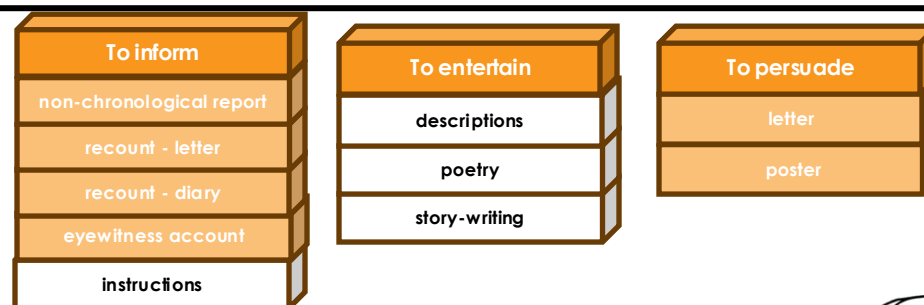
- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for **singular** and plural nouns

## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing. In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade. However, the complexity of, or context for the writing task, should not hinder the development or application of children's transcriptional and compositional skills.



Children should be taught to consider the importance of context, audience and purpose through:

- understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning.
- ☐ building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader.
- ☐ beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



Story Writing	Poetry	Descriptions
Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.	Children learn to write descriptions linked to books or topics.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• create a title for their story;</li> <li>• include a beginning which introduces the character or setting;</li> <li>• include a middle where there is a problem or dilemma;</li> <li>• include an ending where the problem is solved;</li> <li>• organise writing into paragraphs;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the tense consistently (past or present);</li> <li>• use a range of conjunctions to express, time, place and manner;</li> <li>• decide if they are using first or third person and use consistently;</li> <li>• use direct speech;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use pronouns to avoid repetition;</li> <li>• use noun phrases to aid cohesion;</li> <li>• use adverbs and adjectives to give detailed descriptions.</li> </ul>	<p><b>Children should be taught to read, write and perform:</b></p> <p><b>Haiku</b></p> <ul style="list-style-type: none"> <li>• contains 3 lines;</li> <li>• the first line has 5 syllables;</li> <li>• the second line has 7 syllables;</li> <li>• the third line has 5 syllables;</li> <li>• choose vocabulary for effect.</li> </ul> <p><b>Due to mixed year groups, Y3 and Y4 will learn to write Kennings during Cycle B.</b></p> <p><b>Pupils should also experience a range of poetry through the reading curriculum.</b></p>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• introduce the character, setting or object to the reader;</li> <li>• describe their appearance (distinctive features), personality, actions, thoughts and feelings;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the tense consistently (past or present);</li> <li>• use a range of conjunctions to link ideas</li> <li>• use the third person;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use adjectives to describe appearance personality and feelings;</li> <li>• use similes and metaphors to add detail and description;</li> <li>• use show not tell techniques, encouraging the reader to make inferences;</li> <li>• use pronouns to avoid repetition;</li> <li>• use noun phrases to aid cohesion and add detail;</li> <li>• use language drawn from the context.</li> </ul>

## Non-Chronological Report

Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.

**Children should be taught to:**

## Structure &amp; Organisation

- organise related information into paragraphs;
- use a heading to introduce the topic;
- use sub headings to organise sections of information and aid cohesion;
- write an introduction which provides an overview;
- include labelled diagrams where appropriate;

## Grammatical features

- use mainly present tense ;
- include some use of perfect tense;
- use a range of co-ordinating conjunctions e.g. (so, or, yet);
- use a range of subordinating conjunctions e.g. (when, if, which);
- use the third person;

## Language features

- use subject specific/technical vocabulary;
- use noun phrases to clarify and avoid repetition;
- use prepositions to indicate place.

## Instructions

Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.

**Children should be taught to:**

## Structure &amp; Organisation

- include a title which outlines what the instructions are for, "How to...";
- organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;
- use bullet points, numbered steps and sequencing words to aid cohesion;
- organise the steps chronologically;
- end with a closing statement which may include warnings and/or top tips;

## Grammatical features

- use mainly present tense;
- use the second person address (you will need);
- use conjunctions to aid the sequence (first, next, after that);

## Language features

- use adverbs to direct how the action should be completed;
- use imperative verbs to give clear directions;
- use technical vocabulary specific to the purpose;
- avoid too much descriptive language.

## Recount (Letter)

## Recount (Diary)

## Eyewitness Account

Children learn to recount from a personal or character's viewpoint in the form of a letter

Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.

Children learn to recount in a more factual way, focusing on recalling all events.

**Children should be taught to:**

## Structure &amp; Organisation

- include a sender and recipient's address;
- include the date the letter was written;
- begin with 'Dear';
- begin by informing the reader of the purpose of the letter;
- present the information chronologically;
- organise information into paragraphs;
- include only significant information;
- close by stating what the writer hopes will happen next or emphasizing overall feeling about the event;

## Grammatical features

- use mainly past tense;
- some use of perfect tense;
- use first person address;
- consider use of a rhetorical question;
- include time and sequence conjunctions;

## Language features

- use Sir/Madam if the recipient is unknown;
- use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;
- use emotive language to emphasise feelings;
- use pronouns to avoid the repetition of proper nouns.

**Children should be taught to:**

## Structure &amp; Organisation

- include a date the diary was written;
- express what type of day it has been;
- organise the main body into paragraphs;
- organise the information chronologically;
- include only significant/relevant information;
- include a closing reflection;

## Grammatical features

- use mainly past tense;
- use first person address;
- include time and sequence conjunctions;
- use adverbs of time;
- consider the effectiveness of a rhetorical question;

## Language features

- use emotive language to emphasise feelings and reveal thoughts;
- use pronouns to avoid the repetition of proper nouns;
- include opinions as well as facts;
- use personal pronouns.

**Children should be taught to:**

## Structure &amp; Organisation

- state what the event was, who it happened to, where it happened, when it happened, how it happened and why it happened;
- organise the main body into paragraphs;
- organise the information chronologically;

## Grammatical features

- use mainly past tense;
- use mainly first person;
- use appropriate co-ordinating and subordinating conjunctions to link ideas;
- use apostrophes for possession;
- use commas in lists;
- use adjectives, adverbs and prepositions to extend sentences;
- use subject-verb agreement mostly correctly;

## Language features

- use factual language to when explaining the event
- include facts (no opinions);
- use adjectives, adverbs and prepositions for clarity;
- open sentences in different ways (in order to sequence or locate events) and use different sentence structures within the account;
- use pronouns to avoid repetition;
- use language drawn from knowledge of context.

Posters - Persuasive	Persuasive Letter
Children learn to write short narratives linked to either a text that has been explored or a cross- curricular topic.	Children learn to persuade a specific person to do something or think a certain way in the form of a letter.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);</li> <li>focus upon the key message and ensure this is clearly written on the poster;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use imperative verbs to convey importance;</li> <li>use inverted commas for direct quotes/ endorsements;</li> <li>use exclamatory sentences to emphasise;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use subject specific vocabulary;</li> <li>avoid detailed descriptions;</li> <li>use comparisons (better than..);</li> <li>use alliteration for effect.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin the letter with 'Dear...';</li> <li>inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);</li> <li>present facts and information clearly;</li> <li>close by stating what you would like to happen next;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>some use of perfect tense;</li> <li>use first person address;</li> <li>consider use of a rhetorical question;</li> <li>include time and sequence conjunctions;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;</li> <li>use emotive language to emphasise feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 3 should enable children to:

Autumn		Spring		Summer	
Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.	Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.		Spell most Year 1/2 common exception words correctly.		Spell the Year 1/2 common exception words correctly.
	Spell some of the taught Year 3/4 statutory words correctly.		Spell many of the taught Year 3/4 statutory words correctly.		Spell most of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).		Apply taught spelling patterns in order to add suffixes to words mostly correctly.		Apply taught spelling patterns in order to add prefixes and suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.		Spell many common contraction words correctly.		Spell most common contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.		Write with legible handwriting, with clear ascenders and descenders.		Write with legible and consistent handwriting, with clear ascenders and descenders.
	Use editing to increase the accuracy of spelling and punctuation in writing.		Use editing to increase the accuracy of spelling and punctuation in writing.		Use some lower case letter joins within words.
Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation with some accuracy across short paragraphs of writing.	Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.	Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
	Put the apostrophe in the correct place within many contractions and begin to use for singular possession.		Begin to use commas in lists.		Use commas in lists.
	Use some co-ordinating and subordinating conjunctions to join and extend some clauses.		Put the apostrophe in the correct place within most contractions and with greater accuracy for singular possession.		Put the apostrophe in the correct place within contractions and for singular possession.
	Use simple present and past tenses consistently and correctly across short paragraphs of writing.		Begin to use inverted commas to punctuate some speech sentences.		Use inverted commas to punctuate speech sentences mostly correctly.
			Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.		Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
Composition	Write short, coherent narrative pieces (including short stories, character and setting descriptions).	Composition	Begin to use progressive tenses, as well as simple present and past tenses, with increasing consistency.	Composition	Use simple and progressive present and past tenses with increasing consistency.
	Write short, coherent non-narrative pieces using appropriate language and some organisational features.		Begin to use subject-verb agreement correctly.		Use subject-verb agreement mostly correctly.
	Add detail and description through the use of adverbs and adjectives to make writing more interesting.				Use adjectives, adverbs and prepositions to extend sentences.
	Organise writing into sections.		Write coherent narrative pieces (including short stories, character and setting descriptions).		Write coherent narrative pieces (including short stories, character and setting descriptions).
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.		Structure simple narrative stories to include a beginning, middle and end.		Structure simple narrative stories to include a beginning, middle and end.
			Write coherent non-narrative pieces using appropriate language and some organisational features.		Write coherent non-narrative pieces using appropriate language and some organisational features.
	Vary sentence structures through some use of both single and multi-clause sentences.		Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.		Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
			Begin to organise writing into paragraphs to introduce new ideas or information.		Organise writing into paragraphs to introduce new ideas or information.
			Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.		Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.
					Use pronouns to replace nouns in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	<p>Make own choices about:</p> <ul style="list-style-type: none"> <li>the use of different taught techniques, including altering the position of clauses or using repetition</li> <li>which detail to include and/or omit</li> <li>language and grammar</li> </ul> <p>to show an individual writer's voice.</p>
	Use language and structures drawn from reading.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 3

Autumn				Haikus on Poetry Spine		
	Instruction text	Description (Character)	Non-chronological Report	Poetry	Recount Diary	Narrative
Spring						
	Description (Object)	Recount Letter	Narrative	Diary	Persuasive Letter	Non-chronological Report
Summer						
	Eye-Witness Account	Narrative	Description (Setting)	Persuasive Poster	Non-chronological Report	Whole School Write

# Year 4 Writing



## New Learning

## Prior Learning

## Know It

## Year 4

### Spelling

<b>stressed</b>	A syllable within a word given greater emphasis.
<b>unstressed</b>	Letters which are not easy to hear within a word.
<b>irregular verb</b>	A verb that doesn't follow the usual pattern for changing tense.
<b>contraction</b>	Two words that are joined and made shorter by omitting a letter.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>plural</b>	More than one noun.
<b>singular</b>	One noun.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.
<b>syllable</b>	A syllable sounds like a beat in a word.

### Punctuation

<b>comma for reporting clauses</b>	A comma is used to mark the boundary between speech and the reporting clause.
<b>comma for fronted adverbials</b>	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
<b>comma for subordinate clauses</b>	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
<b>inverted commas</b>	Marks used to surround direct speech. These are sometimes called speech marks.
<b>apostrophe for possession</b>	A mark used to show that a noun 'belongs' to one person or object.
<b>apostrophe for contraction</b>	A mark used to show the place of missing (omitted) letters.

### Sentence Structure

<b>main clause</b>	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
<b>subordinate clause</b>	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
<b>reporting clause</b>	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
<b>statement sentence</b>	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
<b>command sentence</b>	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark, ,
<b>question sentence</b>	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
<b>exclamation sentence</b>	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.

### Word Class

<b>fronted adverbial</b>	An adverb or adverbial that has been moved before the verb.
<b>determiner</b>	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
<b>possessive pronoun</b>	A pronoun which indicates 'belonging' to a person or object.
<b>preposition</b>	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
<b>co-ordinating conjunction</b>	A conjunction that links two independent clauses.
<b>subordinating conjunction</b>	A conjunction that links an independent clause and a subordinate clause.
<b>adverbial</b>	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
<b>noun phrase</b>	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
<b>adverb</b>	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
<b>pronoun</b>	A type of word which replaces a noun.

### Tense

<b>perfect</b>	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
<b>progressive</b>	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
<b>tense</b>	A verb form which shows time.
<b>past tense</b>	Something which has already happened or existed.
<b>present tense</b>	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap Year 3/4 words: <b>circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise</b></li> <li>Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable)</li> <li>Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable)</li> <li>The prefix in- (meaning not)</li> <li>The prefix in- as il- before a root word starting with l</li> <li>The prefix in- as im- before a root word starting with an m or p</li> <li>The prefix in- as ir- before a root word starting with r</li> <li>Year 3/4 words: <b>important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: <b>accidentally, actually, particularly, peculiarly, regularly</b>)</li> <li>Recap: Adding -ly to a root word ending in -le (Y3/4 words: <b>probably</b>)</li> <li>Recap: Adding -ly to a root word ending in -ic</li> <li>Adding the suffix -ation</li> <li>Adding the suffix -ation to root words ending in e</li> <li>Homophones and Near Homophones: <b>accept, except, knot, not, peace, piece, plain, plane, weather, whether</b></li> <li>Year 3/4 words: <b>continue, group, through, fruit, thought, although, though, material, length, strength</b></li> </ol>	<ol style="list-style-type: none"> <li>The suffix -ous where there is and is not an obvious root word</li> <li>The suffix -ous where -our is changed to -or before -ous is added</li> <li>The suffix -ous where the root word ends in -e (including where a final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept) (Y3/4 words: <b>famous</b>)</li> <li>The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: <b>various</b>)</li> <li>Recap: Adding suffixes to words ending in -y</li> <li>Year 3/4 words: <b>famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te</li> <li>Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se</li> <li>Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: <b>occasion</b>)</li> <li>Homophones and Near Homophones: <b>scene, seen, who's, whose, hear, here, affect, effect, groan, grown</b></li> <li>Year 3/4 words: <b>occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history</b></li> </ol>	<ol style="list-style-type: none"> <li>Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: <b>possession</b>)</li> <li>Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit</li> <li>Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs</li> <li>Recap: The prefixes re-, dis-, mis-, anti-, auto-, super-</li> <li>Homophones and Near Homophones: <b>medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll</b></li> <li>Year 3/4 words: <b>possession, busy, business, guard, island, promise, purpose, strange, complete, extreme</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: <b>exercise, experience, medicine, notice, recent, sentence</b>)</li> <li>The prefix inter-</li> <li>The prefix sub-</li> <li>The prefix bi-</li> <li>Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>Homophones and Near Homophones: <b>flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste</b></li> <li>Year 3/4 words: <b>exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow</b></li> </ol>

# Teach it: Transcription and Sentence Structure

Year 4

## Securing Transcription Skills and Sentence Structure

**Children in Year 4 are given opportunities to develop fluency in transcription skills and practise sentence writing through:**

- Daily handwriting instruction where the process is carefully monitored.
- Application of phonics code and spelling patterns to spelling.
- Transcription practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

## Handwriting

**Children should use their handwriting skills to:**

- use the diagonal and horizontal strokes that are needed to join letters.
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice.
- continue to encourage correct pencil/pen grip and posture when writing.
- begin to use joined up handwriting throughout independent writing.

Ensure that the needs of left-handed children are considered.

**Our teaching of handwriting is based on the Morrells handwriting scheme**

**Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill.**

First Joins  
Baseline Joins

il th hi lu in mu un

Second Joins  
Round Joins

cc ca ds ad ea ee as de sc da

Third Joins  
Top Joins

oo on oc oa or ol ri re ov wh wa we rd os ro

## Writing Skills

## Grammar

- use a or an according to whether the next word begins with a consonant or vowel
- Extend sentence structures through:
- use of conjunctions, prepositions and adverbs to express time, place and cause
  - use of perfect form of verbs instead of simple past e.g. He has gone out

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

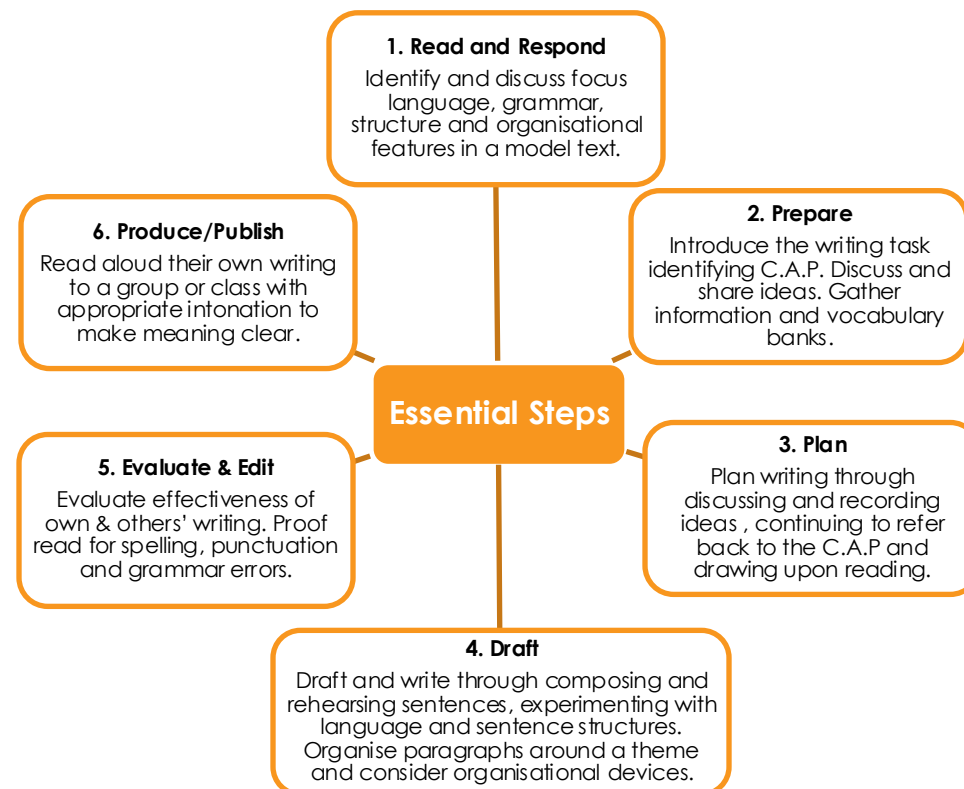
Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

## Punctuation

- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for singular and plural nouns
- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech

## Writing Process



## Writing Purpose

Children should know that there are different purposes for writing. In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade. Opportunities should be taken through the reading curriculum to teach children about text and sentence structure within a range of different genres.

Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.

## To inform

newspaper article

non-chronological report

recount - letter

recount - diary

instructions

## To entertain

descriptions

poetry

story-writing

## To persuade

letters

posters



Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well and write their own versions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.	Children learn to describe characters, settings and objects linked to books or topics.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• create a title for their story;</li> <li>• include a beginning which introduces the character or setting;</li> <li>• include a build up which hints at what is going to happen next;</li> <li>• include a problem;</li> <li>• include a resolution where the problem is solved;</li> <li>• include an ending which details the characters' feelings and what will happen next;</li> <li>• organise writing into paragraphs which follow and flow;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the tense consistently (past or present);</li> <li>• use a wide range of conjunctions to express, time, place and manner;</li> <li>• decide whether to use first or third person and use it consistently;</li> <li>• use direct speech.</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use pronouns to avoid repetition;</li> <li>• use noun phrases to aid cohesion;</li> <li>• use fronted adverbials to detail where, when and how;</li> <li>• use adverbs and adjectives to create detailed descriptions.</li> </ul>	<p><b>Children should be taught to read, write and perform:</b></p> <p><b><u>Kenning Poems</u></b></p> <ul style="list-style-type: none"> <li>• create a list of words and ideas to describe the object;</li> <li>• select the most powerful vocabulary;</li> <li>• create compound words (using the selected vocabulary); which will describe the object of the poem;</li> <li>• avoid using the object's name.</li> </ul> <p>For example:</p> <p><b><u>The Sea</u></b>  life-giver  whale-road  blue-abyss</p> <p><b>Due to mixed year groups, Y3 and Y4 will learn to write Kennings during Cycle B.</b></p> <p><b>Pupils should also experience a range of poetry through the reading curriculum.</b></p>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• introduce the character, setting or object to the reader;</li> <li>• describe their/its appearance (distinctive features), personality, actions, thoughts and feelings;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the tense consistently (past or present);</li> <li>• use a wide range of conjunctions to link ideas;</li> <li>• use subordinate clauses to add detail and context;</li> <li>• use the third person;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use adjectives, adverbs and prepositions to paint a clear picture for the reader;</li> <li>• use figurative language to add detail and description;</li> <li>• use show not tell techniques, encouraging the reader to make inferences;</li> <li>• use fronted adverbials to detail where and where, when and how;</li> <li>• use pronouns to avoid repetition;</li> <li>• use noun phrases to aid cohesion and add detail.</li> </ul>

**Non-Chronological Report**

Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.

**Children should be taught to:**

## Structure &amp; Organisation

- include a heading to introduce the topic;
- include an introduction to outline the topic;
- include sub-headings to organise sections of information and to aid cohesion;
- use paragraphs to organise related information;

## Grammatical features

- use third person;
- use mainly present tense;
- include some use of perfect tense;
- use a range of conjunctions to aid cohesion;

## Language features

- use technical vocabulary to demonstrate factual knowledge;
- use specific names of people or places;
- use statistics to inform;
- use pronouns to refer back to the subject;
- use noun phrases to avoid repetition;
- use noun phrases, adverbs and prepositions to provide specific, factual detail.

**Instructions**

Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.

**Children should be taught to:**

## Structure &amp; Organisation

- include a title which outlines what the instructions are for, "How to....";
- organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;
- keep the sentences concise so the reader can follow the steps easily;
- use numbered steps to give clarity;
- end with a closing statement which may include warnings and/or top tips;

## Grammatical features

- use second person;
- use adverbs to direct how the action should be completed;
- use imperative verbs to indicate importance;
- use conjunctions to illustrate the sequence;
- use mainly present tense;

## Language features

- use determiners to give precision and quantify;
- use technical/subject specific language for clarity;
- use noun phrases and pronouns to avoid repetition.

Recount (Diary)	Recount (Letter)	Newspaper Article
Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.	Children learn to recount from a character's viewpoint in the form of a letter.	Children learn to recount and inform through writing short newspaper articles.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only relevant/significant events or information;</li> <li>include a closing reflection;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin the letter with 'Dear...';</li> <li>inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);</li> <li>present facts and information clearly;</li> <li>close by stating what you would like to happen next;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>add a rhetorical question to cause the reader to consider the writer's view;</li> <li>use subordinating conjunctions to express cause and effect;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;</li> <li>include only relevant information;</li> <li>use emotive language to stress feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a short, catchy headline;</li> <li>include a by-line with who is reporting;</li> <li>organise the article in two columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment about the article;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>include witness statements through direct speech;</li> <li>use past tense;</li> <li>use third person;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>avoid overly detailed descriptions.</li> </ul>

**Posters - Persuasive**

Children learn to write short narratives linked to either a text that has been explored or a cross- curricular topic.

**Children should be taught to:**

## Structure &amp; Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

## Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/ endorsements;
- use exclamatory sentences to emphasise;

## Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.

**Formal Letter**

Children learn to persuade a specific person to do something or think a certain way in the form of a letter.

**Children should be taught to:**

## Structure &amp; Organisation

- include a sender and recipient's address;
- include the date the letter was written;
- begin the letter with 'Dear...';
- inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);
- present facts and information clearly;
- close by stating what you would like to happen next;

## Grammatical features

- use mainly past tense;
- use first person address;
- add a rhetorical question to cause the reader to consider the writer's view;
- use subordinating conjunctions to express cause and effect;

## Language features

- use Sir/Madam if the recipient is unknown;
- use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;
- include only relevant information;
- use emotive language to stress feelings;
- use pronouns to avoid the repetition of proper nouns.

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 4 should enable children to:

Autumn		Spring		Summer	
Transcription	Apply Year 3 and some Year 4 spelling patterns within writing.	Transcription	Apply many taught spelling patterns within writing.	Transcription	Apply taught spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.		Spell most of the taught Year 3/4 statutory words correctly.		Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.		Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.		Begin to spell a wider range of contraction words correctly.		Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with some joins.		Write with legible and consistent handwriting, with some joins correctly formed.		Write with legible and consistent handwriting, with many joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.		Use editing to increase the accuracy of spelling and punctuation in writing.		Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Begin to use commas after fronted adverbials, as well as in lists.	Sentence Structure	Use commas more consistently after fronted adverbials, as well as in lists.	Sentence Structure	Use commas after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.		Put the apostrophe in the correct place within contractions and for singular possession.		Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Use inverted commas to punctuate speech sentences mostly correctly.		Begin to use apostrophes to mark plural possession.		Put the apostrophe in the correct place within contractions and to mark singular possession.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.		Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly.		Demonstrate greater accuracy in use of apostrophes to mark plural possession.
	Use a range of verb tenses with increasing consistency.		Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.		Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use person and subject-verb agreement with increasing consistency.		Use a range of verb tenses with increasing consistency.		Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).	Composition	Begin to write organised and structured narratives (including short stories, character and setting descriptions).	Composition	Use a range of verb tenses with increasing consistency.
	Write coherent non-narrative pieces using appropriate language and some organisational features.		Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.		Use person and subject-verb agreement with increasing consistency.
	Begin to vary sentence structure through the use of fronted adverbials to add detail.		Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail.		Write organised and structured narratives (including short stories, character and setting descriptions).
	Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.		Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.		Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Organise writing into paragraphs to introduce new ideas or information.		Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.		Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.
	Use pronouns to replace nouns in order to avoid repetition.		Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.		Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.
			Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.		Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
					Use paragraphs to organise ideas around a theme, making cohesive links between them.
					Use pronouns and a wider range of noun phrases in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: <ul style="list-style-type: none"> <li>the organisation and structure of writing</li> <li>when to use a formal or more informal style</li> <li>revealing character through dialogue</li> <li>the use of precise vocabulary and techniques to evoke feelings and responses from the reader</li> <li>language and grammar, according to purpose and audience</li> </ul> to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

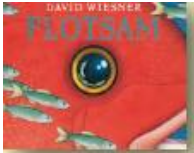
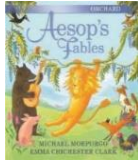




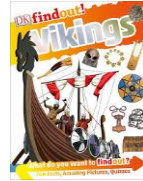


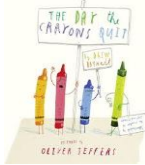



We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 4

Autumn						
	Description (object)	Recount (Diary)	Narrative	Non-chronological Reports	Recount (Letter)	Description (Character)
Spring			How to create your own mask – DT curriculum			
	Persuasive Poster	Description (Setting)	Instructions	Recount (Diary)	Non-chronological Report	Narrative
Summer	Kennings on Poetry Spine					
	Poetry Kennings	Newspaper	Persuasive Letter	Narrative	Non-chronological Report	Whole School Write

# Year 5 Writing



## New Learning

## Prior Learning

## Know It

## Year 5

### Spelling

synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
'silent' letter	An unheard letter within a word. These often form part of a digraph or trigraph.
stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
prefix	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
suffix	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.

### Punctuation

parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for reporting clauses	A comma is used to mark the boundary between speech and the reporting clause.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.

### Sentence Structure

cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

### Word Class

relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
pronoun	A type of word which replaces a noun.

### Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap: Commonly Misspelled Words: <b>another, asked, beautiful, different, interesting, once, something, together, with, which</b></li> <li>Recap: Homophones and Near Homophones: <b>affect, effect, accept, except, here, hear, weather, whether, who's, whose</b></li> <li>Recap: Adding -es to nouns ending in -y to make a plural</li> <li>Recap: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</li> <li>Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 words: <b>determined</b>)</li> <li>Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to a root word of more than one syllable (with a stressed final syllable) (Y5/6 words: <b>equipped</b>)</li> <li>Year 5/6 words: <b>according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <b>disastrous</b>)</li> <li>Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <b>mischievous, marvellous</b>)</li> <li>Words ending in the /ʃəs/ sound spelt -tious</li> <li>Words ending in the /ʃəs/ sound spelt -cious (Y5/6 words: <b>conscious</b>)</li> <li>Words ending in the /ʃəl/ sound spelt -cial</li> <li>Words ending in the /ʃəl/ sound spelt -tial</li> <li>Year 5/6 words: <b>conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain</b></li> </ol>	<ol style="list-style-type: none"> <li>Words ending in -ant (Y5/6 words: <b>relevant</b>)</li> <li>Words ending in -ance and -ancy</li> <li>Words ending in the /ʃən/ sound spelt -tion with an a before (-ation)</li> <li>Words ending in -ent (Y5/6 words: <b>apparent, sufficient, excellent, correspondent</b>)</li> <li>Words ending in -ence and -ency (Y5/6 words: <b>convenience, existence, correspondence</b>)</li> <li>Year 5/6 words: <b>explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Homophones and Near Homophones (nouns and verbs): <b>advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</b></li> <li>Words ending in -able and -ably (Y5/6 words: <b>available</b>)</li> <li>Words ending in -able and -ably where the 'e' from the root word remains</li> <li>Words ending in -ible and -ibly</li> <li>Year 5/6 words: <b>available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: <b>stomach</b>)</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -al) to words ending in -fer where the -fer is still stressed after the suffix is added</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -ence) to words ending in -fer where the -fer is not stressed after the suffix is added</li> <li>Words with 'silent' first letters (often uncommon digraphs)</li> <li>Words with 'silent' letters (uncommon digraphs)</li> <li>Year 5/6 words: <b>accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: <b>muscle</b>)</li> <li>Words with ie after c (Y5/6 words: <b>ancient, conscience, sufficient</b>)</li> <li>Words with the /i:/ sound spelt ei (including after c)</li> <li>Words where 'ough' makes an /or/ sound</li> <li>Words where 'ough' makes an /ow/, /oa/, /u//f/, /o//f/, /oo/ or schwa sound (Y5/6 words: <b>thorough</b>)</li> <li>Homophones and Near Homophones (nouns and verbs): <b>aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</b></li> </ol>

# Teach it: Transcription and Sentence Structure

Year 5

## Securing Transcription Skills and Sentence Structure

**Children in Year 5 are given opportunities to develop fluency in transcription skills and practise sentence writing through:**

- Regular handwriting instruction to increase the speed of it;
- Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Use of a dictionary to check words with uncommon/not taught spelling patterns.
- Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- Thinking aloud to generate ideas and compose/improve sentences;
- Teacher modelling and feedback;
- Re-reading and checking for sense and accuracy;
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

## Handwriting

**Children should use their handwriting skills to:**

Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure that the needs of left-handed children are considered.

**Our teaching of handwriting is based on the Morrells handwriting scheme**

**Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill.**

Letter joins  
taught in  
Y3 and Y4.

il th hi lu in mu un  
cc ca ds ad ea ee  
as de sc da  
oo on oc oa or ol ri re  
ov wh wa we rd os ro

Short, but daily practice sessions of around 10 minutes are delivered in order to help improve writing speed. Sentences are also used to increase writing speed, fluency and legibility.

*Staring out to sea, the mermaid wondered  
if the storm would return.*

**Break Letters**

b g j p q y z

## Writing Skills

## Grammar

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

- convert nouns or adjectives into verbs using suffixes

Extend sentence structures and aid cohesion through:

- linking ideas across paragraphs using adverbials of time, place and number
- use of tense to reference back or ahead, e.g. he had seen her before
- use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
- indicating degrees of possibility using adverbs or modal verbs

## Punctuation

- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech
- use of brackets, dashes or commas to indicate parenthesis
- use of commas to clarify meaning or avoid ambiguity

## Writing Process

## 1. Read and Respond

Identify and discuss focus language, grammar, structure and organisational features in a model text.

## 2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

## 3. Plan

Plan writing through noting and developing initial ideas aloud, continuing to refer back to the C.A.P and draw upon reading.

## 4. Draft

Draft and write through selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Organise paragraphs around a theme and consider organisational devices.

## 6. Produce/Publish

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

## 5. Evaluate &amp; Edit

Evaluate effectiveness of own & others' writing. Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning. Ensure consistent use of tense and correct subject/verb agreement. Distinguishing between speech and writing and selecting appropriate register.

## Essential Steps

## Writing Purpose

Children should know that there are different purposes for writing. In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back.
- use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
- selecting an appropriately formal or informal tone through use of taught language and grammar

## To inform

procedural text

newspaper article

non-chronological report

recount - letter

recount - diary

## To entertain

description

poetry

story-writing

## To persuade

travel brochure

speech

letters

## To discuss

discussion

## Formal

Context-specific or technical vocabulary

Avoid contracted form

Perfect tense

## Informal

Personal tone

Contracted form

Direct addresses

Vernacular language

Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.	Children learn to describe characters, settings and objects linked to books or topics.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• create a title which hints at the theme;</li> <li>• include a beginning which introduces the character, setting and atmosphere;</li> <li>• include a build up which hints at what is going to happen next;</li> <li>• include a dilemma which introduces the problem;</li> <li>• include a resolution where the problem is solved;</li> <li>• include an ending which details the characters' feelings and what will happen next;</li> <li>• organise writing into paragraphs;</li> <li>• use a range of cohesive devices to aid flow;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the tense consistently (past or present);</li> <li>• use a wide range of conjunctions to express, time, place and manner;</li> <li>• consistently maintain first or third person (may use 2<sup>nd</sup> person addresses to the reader);</li> <li>• use fronted adverbials to detail time/place ;</li> <li>• use noun phrases to add detail;</li> <li>• use direct speech/reported speech to advance the action and/or aid characterisation;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use pronouns to avoid repetition;</li> <li>• use fronted adverbials to detail where, when and how.</li> </ul>	<p><b>Children should be taught to read, write and perform:</b></p> <p><u><b>Narrative poetry</b></u></p> <p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>• a narrative poem will contain a plot ;</li> <li>• figurative language can be used to add imagery;</li> <li>• to choose vocabulary for effect;</li> <li>• narrative poems are usually written in metered verse to create rhythm;</li> <li>• alliteration can be used for stress;</li> <li>• mainly written in past tense.</li> </ul> <p><b>Due to mixed year groups, Y5 and Y6 will learn to write Narrative Poetry during Cycle A.</b></p> <p><b>Pupils should also experience a range of poetry through the reading curriculum.</b></p>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>• introduce the character, setting or object to the reader;</li> <li>• describe unusual and distinctive features;</li> <li>• ensure features are described in a logical and cohesive order;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>• use the third person;</li> <li>• use the tense consistently (past or present);</li> <li>• use a wide range of conjunctions to link ideas;</li> <li>• use subordinate clauses, in varied positions, to add detail and context;</li> <li>• use fronted adverbials to detail time/place;</li> <li>• use pronouns to refer back to subject/object;</li> <li>• use power of three repetition for effect.</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>• use precise adjectives, adverbs and prepositions to create atmosphere and effect;</li> <li>• use figurative language to add detail and description;</li> <li>• use show not tell techniques, encouraging the reader to make inferences;</li> <li>• use pronouns to avoid repetition;</li> <li>• use expanded noun phrases to aid cohesion and add detail.</li> </ul>

Non-Chronological Report	Newspaper Article	Procedural
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to recount and inform through writing newspaper articles.	Children learn to inform through a procedural text.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information;</li> <li>make organisational decisions about how the report should look;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>maintain a suitably formal tone;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use a range of determiners.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a short, catchy headline (may include a pun/wordplay if appropriate);</li> <li>include a by-line with who is reporting;</li> <li>organise the article into columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment/ recommendation linked to the article;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>include witness statements through direct speech;</li> <li>include a reporting clause for direct speech;</li> <li>use past tense;</li> <li>use third person;</li> <li>use relative clauses to add further detail;</li> <li>use of determiners to open paragraphs;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>present relevant information concisely.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a title which states the purpose, usually 'How to..';</li> <li>include a statement which outlines the end goal/aim;</li> <li>keep the sentences concise so the reader can follow the steps easily;</li> <li>use numbered steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use imperative verbs to indicate importance;</li> <li>use of modal verbs to suggest possibility/probability;</li> <li>use conjunctions to illustrate the sequence;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use determiners to give precision and quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>use cautionary language to emphasise.</li> </ul>

**Recount - Letter**

Children learn to recount and inform through writing letters from different points of view.

**Children should be taught to:**

## Structure &amp; Organisation

- include a sender and recipient's address;
- include the date the letter was written;
- begin the letter with 'Dear...';
- inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);
- present facts and information clearly;
- close by stating what you would like to happen next;

## Grammatical features

- use the first person;
- use the past tense consistently;
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use relative clauses to provide additional useful detail;

## Language features

- use Sir/Madam if the recipient is unknown;
- use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;
- use precise adjectives, adverbs and prepositions to clarify or evoke response;
- use pronouns to avoid repetition and reference back;
- use expanded noun phrases to aid cohesion and add further detail;
- use context specific language.

**Recount - Diary**

Children learn to recount and inform through writing a series of diary entries, focusing on emotions and feelings.

**Children should be taught to:**

## Structure &amp; Organisation

- include an opening which provides context and details feelings about the day/event;
- organise the main body chronologically;
- include only relevant/significant events and information;
- include a closing paragraph which reveals the writer's feeling, hopes/fears for the future;

## Grammatical features

- use the first person;
- use the past tense consistently;
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use relative clauses to provide additional useful detail;

## Language features

- use precise adjectives, adverbs and prepositions to clarify or evoke response;
- use pronouns to avoid repetition and reference back;
- use expanded noun phrases to aid cohesion and add further detail;
- use context specific language.

Letter	Travel Brochure	Speech	Discussion
Children learn to persuade a specific person to do something or think a certain way in the form of a letter.	Children learn to persuade a visitor to go somewhere in the form of a brochure.	Children learn to persuade the audience to make changes through a speech.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin the letter with 'Dear...';</li> <li>inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);</li> <li>present facts and information clearly within logically ordered paragraphs;</li> <li>include only relevant/significant information;</li> <li>close by stating what you would like to happen next;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li> <li>use subordinating conjunctions to express cause and effect;</li> <li>use modal verbs to indicate necessity;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when know;</li> <li>use emotive language to stress feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> <li>use cautionary language for emphasis and to draw in the reader.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening sentence which outlines the desirability of the destination;</li> <li>use sub-headings/fact boxes to organise information;</li> <li>select information to appeal to audience;</li> <li>include images and slogans/taglines;</li> <li>include a conclusion which reiterates why the reader should visit;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use present tense;</li> <li>use of 2nd person pronoun 'you' to address the reader;</li> <li>use a rhetorical question to draw the reader in;</li> <li>use modal verbs to emphasise importance (should, must, ought);</li> <li>use imperatives to indicate importance;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>maintain an appropriately informal style to connect with the reader;</li> <li>use subject specific vocabulary to convey knowledge/expertise;</li> <li>use noun phrases to add detail;</li> <li>use repetition to emphasise desirability;</li> <li>use the power of three to describe;</li> <li>use of comparatives and superlatives to exaggerate.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening which outlines the topic;</li> <li>elaborate upon points in the main body;</li> <li>use examples and evidence, including statistics, to support points made;</li> <li>include a conclusion which links back to the opening;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li> <li>use subordinating conjunctions to express cause and effect;</li> <li>use modal verbs to indicate necessity;</li> <li>present opinions as facts;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings;</li> <li>use technical vocabulary to convey knowledge and expertise;</li> <li>use power of three repetition for effect;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>use cautionary language for emphasis and to draw in the audience.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a clear title which states the discussion topic (often a question);</li> <li>include an opening paragraph which summarises the discussion;</li> <li>use paragraphs to outline arguments for and against;</li> <li>use examples and evidence, including statistics, to support points made;</li> <li>include a conclusion which outlines the writer's position;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use third person consistently;</li> <li>use mainly present tense;</li> <li>use subordinating conjunctions to aid cohesion and express cause and effect;</li> <li>use adverbials to link ideas/opinion;</li> <li>Use modal verbs to indicate possibility or probability;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use emotive language to emphasise opinion and evoke response;</li> <li>use technical vocabulary to convey knowledge and expertise;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 5 should enable children to:

Autumn		Spring		Summer	
Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly.		Spell most Year 3/4 statutory words correctly.		Spell the Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Spell many of the taught Year 5/6 statutory words correctly.		Spell most of the taught Year 5/6 statutory words correctly.
	Write with legible and consistent handwriting, with most joins correctly formed.		Write with legible and consistent handwriting, with most joins correctly formed.		Begin to maintain legibility in joined handwriting.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.		Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.		Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure	Use commas after fronted adverbials, as well as in lists.	Sentence Structure	Begin to use brackets, dashes and/or commas to indicate parenthesis.	Sentence Structure	Use brackets, dashes and/or commas to indicate parenthesis.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.		Use commas to mark the boundary between a subordinate clause and a main clause.		Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and for singular and plural possession.		Begin to use commas for clarity correctly.		Use commas for clarity mostly correctly.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.		Use speech punctuation accurately, including before and after a reporting clause.		Use speech punctuation accurately, including before and after a reporting clause.
	Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.		Begin to use relative clauses to extend sentences.		Use relative clauses to extend sentences.
	Use a range of verb tenses with increasing consistency.		Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.		Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
	Use person and subject-verb agreement with increasing consistency.	Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.		Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader.
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.		Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.		Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.
	Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.		Describe settings and characters through carefully chosen descriptive language.		Describe settings and characters through carefully chosen descriptive and figurative language.
	Describe settings and characters through descriptive language.		Begin to create atmosphere through use of language, sentence structure and punctuation for effect.		Create atmosphere through use of language, sentence structure and punctuation for effect.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.		Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.		Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.
	Begin to use both formal and informal writing features.		Write using both formal and informal styles.		Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.
	Use dialogue to provide relevant information about characters.		Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward.		Use dialogue purposefully to provide information about characters and/or move events forward.
	Use paragraphs to organise ideas around a theme, making cohesive links between them.		Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.		Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.
	Begin to evaluate and redraft sections of writing in order to enhance and improve.		Begin to evaluate and redraft sections of writing in order to enhance and improve.		Begin to evaluate and redraft sections of writing in order to enhance and improve.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.
	<p>Make some choices about:</p> <ul style="list-style-type: none"> <li>the organisation, structure and content of writing</li> <li>the use of formal and informal language and grammar features</li> <li>the manipulation of grammar and language for effect and context</li> <li>the use of written language structures, as well as those that mirror spoken language</li> <li>when to use additional punctuation to avoid ambiguity or for effect</li> </ul> <p>to show a clear and consistent individual writer's voice, which reflects purpose and audience.</p>
	Use the language and techniques found in wider reading to enhance writing.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently , copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently , using the taught phonic code	Choosing own words, segmenting and writing independently , using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 5

Autumn						Should children have been evacuated during WWII?
	Description	Persuasive Speech	Poetry	Non-chronological Report	Narrative	Discussion
Spring						
	Newspaper Article	Narrative	Diary	Description	Procedural	Persuasive Letter
Summer			Visit Greece!			
	Narrative	Non-chronological Report	Brochure	Narrative	Letter (recount)	Whole School Write

# Year 6 Writing



## New Learning

## Prior Learning

## Know It

## Year 6

### Spelling

hyphenated	A word which contains a hyphen, used to avoid ambiguity.
synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
prefix	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
suffix	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.

### Punctuation

hyphen	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
ellipsis	A series of dots, usually three indicating the omission of words.
colon	A colon is used to introduce things: ideas, items in a list, a quotation or an explanation. A colon can also be used between a statement and answer, quotation or to provide a contrast.
semi-colon	Semi-colons can be used to link related independent clauses. They often replace co-ordinating conjunctions or to separate items in a list if extra details about the items have been included.
bullet points	A mark used to separate items in a list. These should be punctuated consistently.
parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.

### Sentence Structure

passive voice	When the subject undergoes the action (has something done to it by someone or something).
active voice	When the subject performs the action.
cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
main/independent clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
phrase	A group of words without a verb.

### Word Class

subjunctive mood	The verb form used to explore a hypothetical situation, expressing what is imagined, wished, commanded, demanded or suggested. It is used in formal writing.
indefinite article	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
definite article	A determiner referencing a specific noun. The only definite article is 'the'.
relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.

### Tense

Tense	Past	Present	Future
Simple	I did	I do	I will do
Progressive	I was doing	I am doing	I will be doing
Perfect	I had done	I have done	I will have done
Perfect Progressive	I had been doing	I have been doing	I will have been doing

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Year 5/6 words: <b>accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise</b></li> <li>Homophones and Near Homophones: <b>bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past</b></li> <li>Homophones and Near Homophones: <b>cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary</b></li> <li>Recap: The /dʒ/ sound spelt as dge</li> <li>Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: <b>frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward</b>)</li> <li>Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: <b>definite, desperate, immediate, sincere, aggressive</b>)</li> <li>The /ʌ/ sound spelt ou</li> <li>Year 5/6 words: <b>definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest</b></li> </ol>	<ol style="list-style-type: none"> <li>Homophones and Near Homophones: <b>affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant</b></li> <li>Homophones and Near Homophones: <b>coarse, course, peace, piece, council, counsel, led, lead, profit, prophet</b></li> <li>Recap: Adding -ed, -ing, -er, -est and -ly to a root word ending in -y with a consonant before it (Y5/6 root words: <b>necessary, occupy, accompany</b>)</li> <li>Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 root words: <b>achieve, persuade, privilege, recognise, sacrifice, interfere</b>)</li> <li>Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter and a root word of more than one syllable (with a stressed final syllable) (Y5/6 root words: <b>occur</b>)</li> <li>Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: <b>physical, rhythm, symbol, system</b>)</li> <li>Year 5/6 words: <b>develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /tʃə/ sound spelt -ture and the /ʒə/ sound spelt -sure (Y5/6 root words: <b>leisure</b>)</li> <li>Recap: Words ending in the /ʃən/ sound spelt -tion or -cian (Y5/6 root words: <b>competition</b>)</li> <li>Recap: Words ending in the /ʃən/ sound spelt -sion or -ssion (Y5/6 root words: <b>profession</b>)</li> <li>Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious</li> <li>Recap: Words ending in the /ʃəl/ sound spelt -tial or -cial</li> <li>Year 5/6 words: <b>profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign</b></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Recap: Words ending in -able and -ably</li> <li>Recap: Words ending in -ible and -ibly</li> <li>Recap: Words ending in -ant, -ance, and -ancy</li> <li>Recap: Words ending in -ent, -ence, and -ency</li> <li>Year 5/6 words: <b>interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder</b></li> </ol>	<ol style="list-style-type: none"> <li>Recap: Words containing the letter string -ough (Y5/6 words: <b>thorough</b>)</li> <li>Recap: Words with 'silent' letters (uncommon digraphs)</li> <li>Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: <b>necessary, sincere, excellent, cemetery, criticise</b>)</li> <li>Recap: Adding the prefixes un-, dis- and mis-</li> <li>Words that can be nouns and verbs</li> </ol> <p>(One week missing for SATs week)</p>	<ol style="list-style-type: none"> <li>Words with hyphens</li> <li>The prefix over-</li> <li>Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: <b>calendar, particular, popular, shoulder, soldier</b>)</li> <li>Words beginning with 'acc' (Y3/4/5/6 words: <b>accident, accompany, accommodate, according</b>)</li> <li>Words containing 'phon' and 'sign' (Y5/6 words: <b>signature</b>)</li> <li>Words containing 'sol' and 'real'</li> <li>Words with origins in other countries and languages (Y5/6 words: <b>restaurant</b>)</li> </ol>

# Teach it: Transcription and Sentence Structure

Year 6

## Securing Transcription Skills and Sentence Structure

**Children in Year 5 are given opportunities to develop fluency in transcription skills and practise sentence writing through:**

- Regular handwriting instruction to increase the speed of it;
- Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Use of a dictionary to check words with uncommon/not taught spelling patterns.
- Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- Thinking aloud to generate ideas and compose/improve sentences;
- Teacher modelling and feedback;
- Re-reading and checking for sense and accuracy;
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

## Handwriting

**Children should use their handwriting skills to:**

Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure that the needs of left-handed children are considered.

**Our teaching of handwriting is based on the Morrells handwriting scheme**

**Through this scheme, letter joins are taught in this order, once children's letter formation can be used with skill.**

Letter joins  
taught in  
Y3 and Y4.

il th hi lu in mu un  
cc ca ds ad ea ee  
as de sc da  
oo on oc oa or ol ri re  
ov wh wa we rd os ro

Short, but daily practice sessions of around 10 minutes are delivered in order to help improve writing speed. Sentences are also used to increase writing speed, fluency and legibility.

*Staring out to sea, the mermaid wondered  
if the storm would return.*

**Break Letters**

b g j p q y z

## Writing Skills

## Grammar

- convert nouns or adjectives into verbs using suffixes
- Extend sentence structures and aid cohesion through:
- linking ideas across paragraphs using adverbials of time, place and number
  - use of tense to reference back or ahead, e.g. he had seen her before
  - use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
  - indicating degrees of possibility using adverbs or modal verbs

- use the passive voice to affect the presentation of information in a sentence
- Extend sentence structures and aid cohesion through:
- linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as on the other hand, in contrast), ellipsis and layout devices such as headings, columns, bullets etc.;

## Punctuation

- use of brackets, dashes or commas to indicate parenthesis
- use of commas to clarify meaning or avoid ambiguity
- use of a semi-colon, colon and dash to mark the boundary between independent clauses;
- use of the colon to introduce a list and use of semi-colons within lists;
- use of hyphens to avoid ambiguity e.g. recover versus re-cover;

## Writing Process

## 1. Read and Respond

Identify and discuss focus language, grammar, structure and organisational features in a model text.

## 2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

## 3. Plan

Plan writing through noting and developing initial ideas, continuing to refer back to the C.A.P. and draw upon reading.

## 4. Draft

Draft and write through selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Organise paragraphs around a theme and consider organisational devices.

## 6. Produce/Publish

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

## 5. Evaluate &amp; Edit

Evaluate effectiveness of own & others' writing. Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning. Ensure consistent use of tense and correct subject/verb agreement. Distinguishing between speech and writing and selecting appropriate register. Précising longer passages.

## Essential Steps

## Writing Purpose

Children should know that there are different purposes for writing. In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

- showing an awareness of language and grammar typical of informal speech and that appropriate to formal speech and writing;
- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting an appropriately formal or informal tone through use of taught language and grammar

## To inform

procedural text  
newspaper article  
non-chronological report  
recount - letter  
recount - diary

## To entertain

description  
poetry  
story-writing

## To persuade

travel brochure  
speech  
letters

## To discuss

discussion

## Formal

Use of the subjunctive or passive form

Context-specific or technical vocabulary

Avoid contracted form

Perfect tense

## Informal

Question tags

Contracted form

Direct addresses

Vernacular language

Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.	Children learn to describe characters, settings and objects linked to books or topics.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>create a title which hints at the theme;</li> <li>include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward;</li> <li>include a build up which hints at what is going to happen next;</li> <li>include a dilemma which introduces the problem;</li> <li>include a resolution where the problem is solved;</li> <li>include an ending which details the characters' feelings and ties together the threads of detail;</li> <li>organise writing into paragraphs;</li> <li>use a range of cohesive devices to aid flow;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>select the correct tense and apply consistently (may vary);</li> <li>use a wide range of conjunctions to express, time, place and manner in varying positions;</li> <li>consistently maintain first or third person (may use second person to address the reader);</li> <li>use fronted adverbials to detail time/place;</li> <li>use noun phrases to add detail;</li> <li>use multi-clause sentences for detail and single clause for effect;</li> <li>use direct speech/reported speech to advance the action and/or aid characterisation;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use pronouns to avoid repetition and refer back;</li> <li>select vocabulary that matches the level of formality required.</li> </ul>	<p><b>Children should be taught to read, write and perform:</b></p> <p><b><u>Sonnets</u></b></p> <p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>what a sonnet is and how it is formed, knowing that a sonnet/prologue will provide information about the story that is to come.</li> <li>to examine examples of sonnet poetry, using these to inform language choices</li> <li>to make the poem fourteen lines in length</li> <li>to include rhyming scheme (ABAB)</li> <li>to make some correct use of iambic pentameter</li> <li>to use imaginative detail and precise vocabulary included for effect, for example to engage as well as inform in a range of writing.</li> </ul> <p><b>Due to mixed year groups, Y5 and Y6 will learn to write Sonnets during Cycle B.</b></p> <p><b>Pupils should also experience a range of poetry through the reading curriculum.</b></p>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>introduce the character, setting or object to the reader;</li> <li>describe unusual and distinctive features;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use the third person;</li> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to link ideas;</li> <li>use subordinate clauses, in varied positions, to add detail and context;</li> <li>use fronted adverbials to detail time/place;</li> <li>use pronouns to refer back to subject/object;</li> <li>use power of three repetition of words, phrases or clauses for effect;</li> <li>use of punctuation for effect.</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect.</li> <li>use figurative language to add detail and description;</li> <li>use show not tell techniques, encouraging the reader to make inferences;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail;</li> <li>use of comparative and superlative adjectives for emphasis.</li> </ul>

Non-Chronological Report	Newspaper Article	Recount – Diary Entry	Procedural
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to recount and inform through writing newspaper articles.	Children learn to recount from characters' viewpoints in the form of a diary entry, focusing on including emotions and feelings.	Children learn to inform through a procedural text.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information logically;</li> <li>make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases and a variety of determiners to avoid repetition.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a short, catchy headline (may include a pun/wordplay if appropriate);</li> <li>include a by-line with who is reporting;</li> <li>organise the article into columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment/recommendation linked to the article;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>include witness statements through direct speech;</li> <li>include a reporting clause for direct speech;</li> <li>use past tense;</li> <li>use third person;</li> <li>use relative clauses to add further detail;</li> <li>use of determiners to open paragraphs;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>present relevant information concisely.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening which provides context and details feelings about the day/event;</li> <li>organise the main body chronologically;</li> <li>include only relevant/significant events and information;</li> <li>include a closing paragraph which reveals the writer's feeling, hopes/fears for the future;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>consistently use past tense although the present tense may be used for the opening and closing;</li> <li>use first person consistently throughout;</li> <li>include a range of conjunctions to aid cohesion;</li> <li>use a full range of adverbials in varied positions;</li> <li>use modal verbs to indicate degrees of possibility;</li> <li>use the subjunctive mood to indicate hopes and desires;</li> <li>use direct addresses such as question tags to draw the reader in;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings;</li> <li>use pronouns to refer back.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a title which states the purpose;</li> <li>include a statement which outlines the end goal/aim;</li> <li>include an ingredients/resource/equipment list (may be bulleted);</li> <li>keep the sentences concise so the reader can follow the steps/method easily;</li> <li>use numbered or clearly logical steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use of preposition to provide specific detail;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> <li>use causal conjunctions;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use determiners to aid precision;</li> <li>use technical/subject specific language;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use cautionary language for emphasis.</li> </ul>

Letter	Travel Brochure	Speech	Discussion
Children learn to persuade the recipient through a formal persuasive letter.	Children learn to persuade a visitor to go somewhere in the form of a brochure.	Children learn to persuade the audience to make changes through a speech.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening which summarises the issue;</li> <li>include a main body which includes logically organised paragraphs;</li> <li>provide example and evidence for each point made;</li> <li>include a conclusion which indicates opinion and directly appeals to the reader;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use past and present tense appropriately;</li> <li>use second person to address the reader (the jury);</li> <li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li> <li>use subordinating conjunctions to express cause and effect;</li> <li>use modal verbs to indicate necessity;</li> <li>use subjunctive mood to express wish/desire/hope;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use precise emotive language to emphasise feelings;</li> <li>use technical vocabulary to convey knowledge and expertise;</li> <li>use the power of three for effect;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>use active and passive voice;</li> <li>use direct appeal to the reader;</li> <li>use cautionary language to warn/emphasise.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening sentence which outlines the desirability of the destination;</li> <li>use sub-headings/fact boxes to organise information;</li> <li>select information to appeal to audience;</li> <li>include images and slogans/taglines;</li> <li>include a conclusion which reiterates why the reader should visit;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use present tense;</li> <li>use of 2nd person pronoun 'you' to address the reader;</li> <li>use a rhetorical question to draw the reader in;</li> <li>use modal verbs to emphasise importance (should, must, ought);</li> <li>use imperatives to indicate importance;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>maintain an appropriately informal style to connect with the reader;</li> <li>use subject specific vocabulary to convey knowledge/expertise;</li> <li>use noun phrases to add detail;</li> <li>use repetition to emphasise desirability;</li> <li>use the power of three to describe;</li> <li>use of comparatives and superlatives to exaggerate.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include an opening which outlines the topic;</li> <li>elaborate upon points in the main body;</li> <li>use examples and evidence, including statistics, to support points made;</li> <li>include a conclusion which links back to the opening;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li> <li>use subordinating conjunctions to express cause and effect;</li> <li>use modal verbs to indicate necessity;</li> <li>present opinions as facts;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings;</li> <li>use technical vocabulary to convey knowledge and expertise;</li> <li>use power of three repetition for effect;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>use cautionary language for emphasis and to draw in the audience.</li> </ul>	<p><b>Children should be taught to:</b></p> <p>Structure &amp; Organisation</p> <ul style="list-style-type: none"> <li>include a clear title which states the discussion topic (often a question);</li> <li>include an opening paragraph which summarises the discussion;</li> <li>use paragraphs to outline arguments for and against;</li> <li>use examples and evidence to support each point, including some use of statistics;</li> <li>include a conclusion which outlines the writer's position;</li> </ul> <p>Grammatical features</p> <ul style="list-style-type: none"> <li>use third person consistently;</li> <li>use mainly present tense;</li> <li>use subordinating conjunctions to aid cohesion and express cause and effect;</li> <li>use adverbials to link ideas/opinion;</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>use emotive language to emphasise points;</li> <li>use technical vocabulary to convey knowledge and expertise;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use passive and active voice;</li> <li>use language of possibility and probability to speculate.</li> </ul>

As well as the Working Towards statements from the STA Teacher Assessment Framework, the teaching of writing in Year 6 should enable children to:

Transcription	<i>Apply taught spelling strategies</i> including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.
	<i>Spell the Year 3/4 statutory words correctly.</i>
	<i>Spell the Year 5/6 statutory words mostly correctly.</i>
	<i>Maintain legibility in joined handwriting when writing at speed.</i>
	<i>Use editing skills to proof-read and correct errors in order to increase accuracy and sense.</i>
Sentence Structure	Use the range of punctuation taught at KS2 mostly correctly within writing.
	Use verb tenses consistently and correctly throughout writing.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	<i>Vary sentence structures to add detail, for emphasis and to avoid repetition.</i>
	In narratives, describe settings, characters and atmosphere.
	Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Integrate dialogue in narratives to convey character and advance the action.
	Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	<i>Evaluate and redraft sections of writing in order to enhance and improve.</i>

***\*Please note that the statements in italics are LET criteria as opposed to statutory criteria.***

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

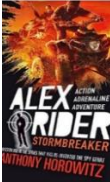

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code	
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints	Writing effective narrative and non-narrative pieces for different purposes and audiences following Y6 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

# Long Term Plan

Year 6

Autumn						
	Diary	Description	Non-chronological Report	Sonnet	Persuasive Letter	Narrative
Spring						
	Discussion	Procedural	Persuasive Speech	Narrative	Newspaper Article	Narrative Dialogue
Summer						
	Letter (recount)	Travel Brochure	Narrative	Non-chronological Report	Description	Whole School Write