



North Road Primary School

Writing

Teaching & Learning Overview (EYFS – Year 6)



February 2022



Writing at North Road Community Primary School

Vision:

The aim of the writing curriculum is for children to become highly literate, creative writers and articulate speakers, it has been designed to ensure that children learn these competences through the range of written genres they study over both KS1 and KS2. At North Road Primary School, there is high value attached to the acquisition of language; teachers introduce children to rich and meaningful vocabulary from EYFS to Year 6, and children go on to apply high level vocabulary within their writing. Writing is a crucial part of our curriculum and opportunities for children to write across genres and topics is systemically planned across the academic year. This ensures that children experience the breadth of techniques required to ensure they are competent writers who can write for a range of purposes and audiences.

Curriculum Intent:

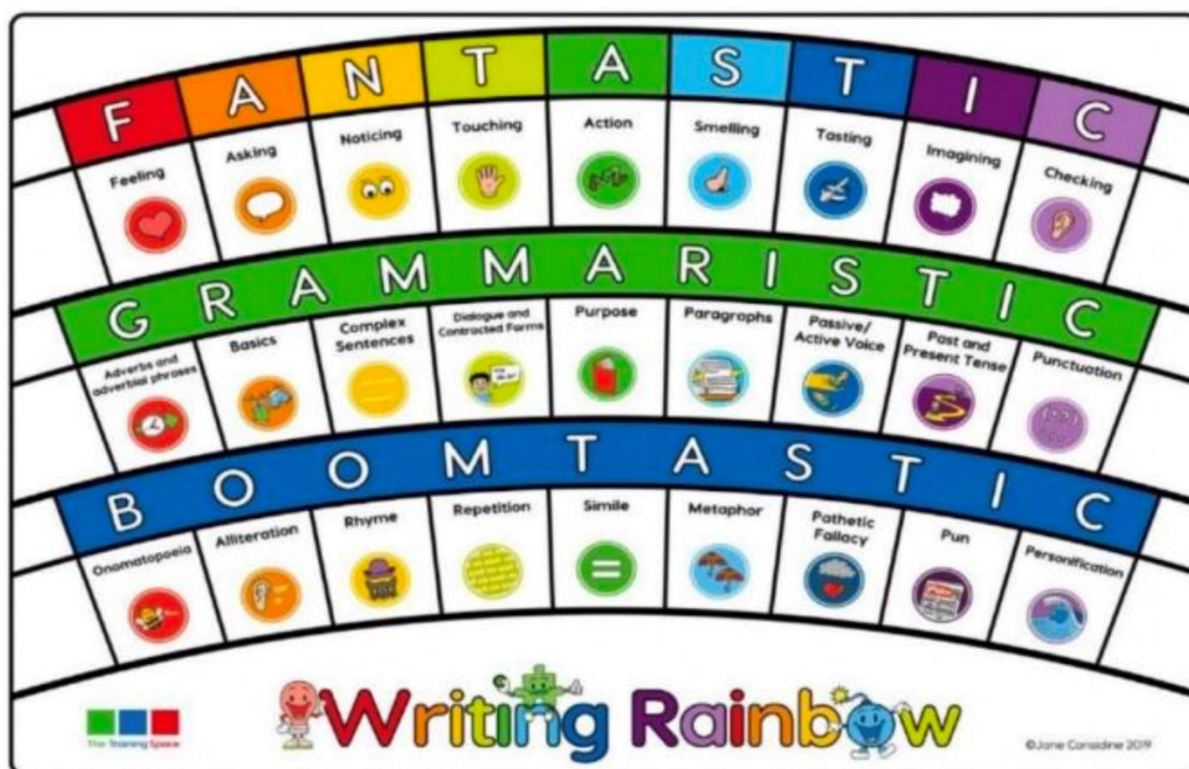
We aim for all pupils to:

- communicate in writing clearly, confidently and appropriately; demonstrating an awareness of a variety of purposes and audiences.
- become adept at writing both fiction and non-fiction.
- foster a genuine love of writing across genres
- be immersed in what they write through the use of high-quality texts, experience days and a rich language environment
- become experts at applying literary techniques in order to engage readers
- use accurate spelling through the use of a systematic spelling programme
- present work that they are proud of through the accurate use of handwriting conventions.

Implementation:

At North Road Primary we use **The Write Stuff** (TWS) to teach writing. This approach brings clarity to the mechanics of the teaching of writing. It follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate 'chunks' of learning.

TWS approach revolves around the 'writing rainbow.' This is split in to 3 tiers and each 'chunk' of learning will focus on at least one of the lenses from the rainbow.



The three tiers of the rainbow are split in to

FANTASTICS

GRAMMARISITICS

BOOMTASTICS

The **FANTASTICS** are the 5 senses plus feeling, imagining, action and asking. Most writing in books can be attributed to one of these lenses.

The **GRAMMARISITICS** tier is the current National Curriculum.

Finally, the **BOOMTASTIC** tier revolves around the techniques that writers use to engage the reader. This is the most challenging tier, however, some lenses are suitable for children in Year 1, although it is not expected that children in KS1 cover all aspects of the lowest tier.

Experience Days

Each unit begins with an 'experience day.' Children need experiences to enable them to write. We therefore need to immerse them in what we want them to write about. This could be: trips, visitors, video clips, sound clips, artefacts, objects, drama etc. From this experience, teachers need to *wring out* (generate words and phrases) all the ways children can think about that experience, using the FANTASTICs. It is essential that the experience day enables children to develop their understanding of what they are going to write about; it must have meaning and link purposely to writing.

TWS Lesson Content

Each unit lasts between 3-4 weeks and the school follows the unit plans from janeconsidine.com. These plans have been selected by our teachers and are mapped out.

The plans from Jane Considine enable teachers to focus on gathering the stimulus/resources needed to ensure that children are exposed to language and writing techniques that they can develop through the support of the modelled session.

Initiate	Model	Enable
Time/Place Adverbials Teacher as story teller and dramatic music (Thomas Newman) Share a range of story starters that place the action in time. E.g. Once upon a time, long long ago, in a far away land, as time went on, many moons ago, in time way back. 	Time/Place Adverbials Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions Teacher Model - Once upon a fairytale time there was a wolf. 	Time/Place Adverbials Pupils choose their favorite time/place story opener and bring the wolf to the story. HA - Deepen the moment 
Adjectives Share an angry fierce image of the Big Bad Wolf. Gather a bank of adjectives to describe him e.g. fierce, evil, angry, violent, nasty, mean.	Adjectives Teacher Model - Big bad wolves are normally fierce, angry and violent.	Adjectives Pupils to include 3 powerful negative adjectives to describe the wolf. HA - Deepen the moment
Adjectives Add a picture of the wolf from the book to their books. Teacher in role as kind wolf talking to the class about their personality, deliverately using words like caring, thoughtful, clumsy, helpful, kind, intelligent, considerate.	Adjectives Teacher Models - This wolf is kind, considerate and caring.	Adjectives Pupils to include 3 powerful positive adjectives to describe the wolf. HA - Deepen the moment

Within the 'Initiate' stage, teachers provide a stimulus for vocabulary gathering, often children generate words and phrases through CHOT (chat and jot). The teacher will then use KCO (kind calling out) to gather a range of ideas from the children, here the teacher acts as a scribe to jot down the children's best ideas, creating a mind map of the children's work. Using this, the teacher then models a sentence that incorporates the lenses that are the focus for this chunk of learning. This sentence is written on to sentence strips or flip chart paper so that the 'shared write' is created in 'real time', using the children's ideas.

When gathering language – children can come up with their own words, work in pairs, use 'thesaurus thinking time,' yet then the teacher also provides them with further high-quality words; constantly exposing them to better vocabulary. At North Road Primary we believe that children need more words, not less.

This is also a chance for the teacher to model links e.g. adverbs/adverbial phrases for 'sudden' – here the teachers asks the children to CHOT then the teacher gives them more examples e.g. *At that moment, without warning, quickly*. Or as another example: how to create a mood change. Again, the children will be asked to CHOT/ use thesaurus thinking – the teacher provides even more rich examples- *murky, clouded over, dimmed, blackened, overshadowed*

It's the teacher's responsibility to give the children a rich bank of vocabulary choices. Teachers need to demonstrate to children the huge range of options for language. For example:

Suddenly, the sky blackened. Little Red Riding Hood noticed that Grandma's eyes were dangerous and dark like a hungry ravenous raven.

Children then use their own ideas, to create their sentence. As the teacher has provided so many rich examples from the initiate (model) phase, it is unlikely that the children will copy the shared example; they are well equipped to construct their own sentence following a similar structure to the one modelled. This cycle is then repeated twice, so that by the end of the writing session, children have created a short paragraph comprising of 3 sentences = 1 short paragraph. In order for teachers to deliver all 3 chunks in one lesson, each chunk should last around 15 minutes.

Each classroom has a 'Shade-o-meter' where the teacher scribes the children's ideas, discussing the level of intensity of the word, these help the children to create synonym webs of words that span both positive/negative intent. The Shade-o-meter board is then wiped clean (though the children have the notes in their book), and used again in the next chunk.

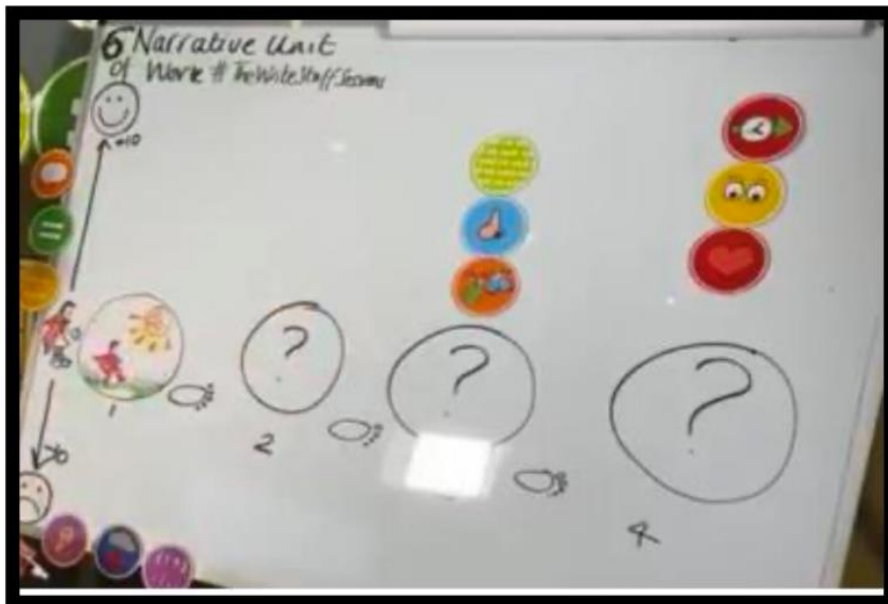
Plot Points

When using TWS children do not read the book that they are using as a stimulus for writing. If it is a longer book, then teachers read the book up to where they want the children to write from. Plot points are predetermined in the planning from Jane Considine. It is important to never reveal all and only reveal one at a time. Teachers should hold the whole class on each plot point. For those children that are more able, they 'deepen the moment,' they should never plot push.

1 plot point = 1 lesson

1 lesson = 1 paragraph

Teachers' model the plot points for a story, through sentence writing and vocabulary building. A plot point graph should be used, with an axis on the side showing positive and negative intent ranging from +10 to -10. The plot points go across the page. Only reveal one plot point at a time.



Currently, additional Short Burst Writing Opportunities are built into the Year 5/6 plans, as a substitute for the Enable section of a learning chunk. This enables the children to have experiences of writing non-fiction genres, which relate to the text.

Moving on to Independent Writing

There are two ways into independence

1. Carrying on a story.

For example: 'I've modelled part of a story, say up to plot point 6, I now want you to continue that story with plot points 7 and 8'

2. Big Idea

The children write their own story using the modelled example as a stimulus – what key events, characters, settings can they change?

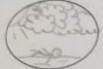
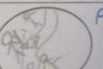
Day 1 of independent writing starts with sharing the success criteria. This will have been taught throughout the writing sessions e.g. sight, sound, action sentences, speech sentences etc.

Children are then given a blank planner with the grid already on the side (positive/negative intent). Children then plan/draw their story in each box of the plot point planner.



Children apply the different lenses to the plot point map they have created.



PLANNING MY STORY			
PLOT POINT	SUCCESS CRITERIA	SENTENCE	WORD/PHRASE
PP1 	Lens  	As I was paddling in the sea, I felt <u>astonished</u> because I was <u>swimming</u> for a long time. <u>Splash!</u> <u>Splash!</u> <u>Splash!</u>	I think I <u>break</u>! I'm so <u>tired</u>. This is so <u>fun</u>. I <u>to</u> the <u>that</u> a <u>was</u> as <u>growing</u> as a
PP2 	 	It was <u>very</u>, <u>very</u>, <u>very</u> cold (as cold as an <u>iceberg</u>).	
PP3 	 	"Bark!" called a brown, <u>scuffy</u> dog. Suddenly, it took me somewhere <u>unknown</u>!	<u>Suddenly</u>, <u>extra</u> odd <u>unfamiliar</u>
PP4 	 	What a <u>amazing</u> village! I love this place, it's so <u>amazing</u>. So <u>amazing</u>, <u>amazing</u>! But there's no <u>actual</u> houses and there <u>selling</u> animals.	<u>unbelievable</u> & <u>extravagant</u>
PP5 	 	A couple days later, I was <u>strolling</u> round the village when I noticed some people <u>gushing</u>. The fish were <u>very</u> <u>unusual</u>. The <u>fisherman</u> were <u>gushing</u>. Cute fish, cute, little fish.	<u>middle</u> fish <u>Silver</u> <u>sparkly</u>

Subsequent days are for writing. The children use their plot point plan and their drafted sentences to construct their own version of the modelled text/continue the story of the modelled text.

The Early Years

In EYFS, sentence stacking is used to support the children's writing. We follow the principles of sentence stacking using key texts that excite and enthuse the children linked to our termly learning.

We explore our senses and actions through the lenses and the meaningful moment's bag brings these to life. Grandma Fantastic and her basket, is full of aspirational vocabulary that extends the children's language and understanding. Through 'chotting' the children are able to share new vocabulary with each other and gives purpose to the sentence writing that follows. Teacher modelling of sentence writing ensures key concepts of grammar, spelling and vocabulary are explicitly taught and the children have a secure model from which they can produce their own.



Non-Fiction Genres

Non-fiction texts studied at North Road include **instruction texts, recounts, information texts, explanation texts, persuasive texts, biography, journalistic writing and argument texts**, as mapped out along with the narrative units in our NRCP Writing Long Term Plan (see appendix i). We source our units from TWS Scheme of Work, where Non-Fiction Plot Points become Jigsaw shapes and a non-fiction journey map is created as we move through the units.

Greater Depth Writers

We want all children to excel at writing, however some children are naturally gifted writers, therefore we plan for them to develop their writing through the use of 'deepening the moment'. This requires deep immersion from the writer, they stop, do a 360 degree turn and provide further detail about the plot point. They do not plot push. They do not move on. They simply tell us more. Teachers encourage children to use the FANTASTICs to tell the reader more about that moment.

Techniques that are employed are;

Inside Out. A character's inner thoughts and feelings. The imagining, feeling and tasting FANTASTICs. Children give a greater insight into the character, where a book can do more than a film. They can tell us things that a movie cannot.

Higher order cohesion. Step sentences - linking plot points with higher order conjunctions e.g. although, despite, consequently, however...

Classrooms

In each classroom there are the same resources – a writing rainbow, writing symbols, shade-o-meter, sentence stacked wall and a working wall.

The working wall should be updated daily during the plot point sessions and should include high level vocabulary developed in subsequent sessions and the GPS focus for the week. The writing symbols are placed around the board with the focus for the session placed prominently in the centre of the board. This will act as a support for the children across the unit.



Differentiation

We follow the aims and philosophy of the New National Curriculum as detailed below:

'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

When a child has a very specific SEN they should have differentiated planning written by the class teacher and adapted to support their needs. All children at North Road Primary School are entitled to Quality First Teaching and only if this does not meet their needs would an intervention be planned and carefully monitored.

Review of learning - Daily - Formative Assessment

Writing work is marked during the writing of plot points. Green pens are used to celebrate success and to identify where further work is needed. The marking codes can be found in the Feedback and Marking Policy.

Grammar, Punctuation and Spelling

In our KS1 class, phonics is taught discretely each day. Through this, we teach grammar rules. We also have spelling practice twice a week, through the use of EdShed. Punctuation is taught in daily English lessons.

In Key Stage 2 classes, GPS is taught discretely three times a week. As well as encountering GPS in these discrete sessions, children will also be exposed to these objectives through the use of the GRAMMARISTICS tier, this ensures that children apply their understanding of grammar and punctuation techniques in a non-decontextualized manner. Spelling is taught through the use of EdShed, culminating in a spelling test on Fridays. This is planned and resourced by EdShed and follows a spelling list for each year group. The EdShed website is used to deliver weekly homework for the children to compete online.

The detailed overview showing the progression for spelling, punctuation and grammar can be found in the key stage Writing Progression documents in Appendix ii.

Glossary

Grammaristics

Complex sentences

Coordinating and subordinating conjunctions. Putting 'when' or 'if' in the blank space will completely change the mood of the sentence. We need to model and discuss this with children.

Dialogue and contracted forms

There are 75 contracted forms. Again, this comes through our modelling.

Purpose

Children need to be told what the purpose of their text type is and the audience they will be writing for.

Sentence

There are roughly 3-12 sentences in a paragraph. Use the phrase 'family of sentences' to help children understand what a paragraph is.

Passive and active voice

Passive construction is often done by higher attaining writers. Shifting from one voice to the other.

Higher order conjunctions

(however, although etc.) build step sentences so their writing improves.

The Techniques of Writing (BOOMTASTIC)

In this zone of writing, children can show flare and it's about getting them to 'boom' their writing off the page.

Onomatopoeia

In fiction, examples may be – buzz, tweet, chirp, the sounds of spring were everywhere.

Alliteration

Often appears in headlines. Bear's Breakfast Bagged by Blonde. A shaky shadow shifted in the foliage.

Rhyme

Children find this hard. We have to model this in our demonstration writing.

Repetition For effect.

The power of three. Three 'ing' verbs e.g. twirling, twisting, turning, the leaves signalled a change. Often done in persuasive writing. BFG – Sophie saw...Sophie saw... Simile.....was as.... was like.... E.g. Grandma's bed was as messy as...

Metaphor

E.g. holiday brochure. Jewellery – bracelet, ring, necklace, pearl, ruby, diamond, shimmering, glimmering. 'Mauritius is the pearl of the Indian Ocean. The coastline is edged with a necklace of cliffs that surround the emerald, sparkling sea. The richness and preciousness of the southern Indian island is locked like a pendant waiting to be discovered. Tranquil by day, the shimmering sands of the beaches both entice and mesmerize. Dazzling by night, the seafront comes to life with captivating light shows and music. A jewel in the crown of the market places; the coming together of old and new stalls that present a glittering collection of art, music and gifts. Mauritius will charm its way into your heart, as a personal treasured gem that delivers both luxury and a wealth of experiences.' In story, we might shift the tone and give clues that it's the wolf (Our thinking of words related to wolf – moon, lunar, craters) e.g. Grandma's eyes were mad moons and Little Red Riding Hood looked closely at her crow's feet craters.

Pathetic Fallacy

Giving animals and inanimate objects human feelings e.g. the sombre clouds. Personification is giving any type of human quality e.g. the clouds stared down. 'Outside, a wild wind howled. A savage storm attacked the trembling trees.'

Puns

Often appear in Headlines e.g. Goldilocked up! Leaf her alone. The root of the forest problems is you! Has to suit the text. Comedic writing. Perhaps in story.

Personification

Example from Varjak Paw. 'The moon stared down on them, a sullen one-eyed sentry in the sky.' Using a human word (stared). 'The sun smiled down on them, a hopeful one-eyed story watcher.' (Smiled).



Writing – Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pluto Class (EYFS)		Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
					Instruction	Report	Report /Persuasive
Mars Class (Years 1&2)	Cycle A	Narrative	Narrative	Information Text	Narrative	Narrative	Non- Chronological Report
		Instructions	Poetry	Narrative	Recount	Travel Journal	Poetry
	Cycle B	Narrative	Information Text	Narrative	Poetry	Biography	Narrative
		Poetry	Narrative	Postcard	Diary	Narrative	Non- Chronological Report
Neptune Class (Years 3&4)	Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
		Balanced Argument	Poetry	Non- Chronological Report	Persuasion	Explanation Text	Newspaper Report
	Cycle B	Narrative	Newspaper Report	Narrative	Narrative	Narrative	Narrative
		Poetry	Poetry	Factual Tour	Information Text	Persuasion	Non- Chronological Report
Jupiter Class (Years 5&6)	Cycle A	Narrative	Narrative	Instructions	Narrative	Narrative	Biography
		Narrative	Recount	Narrative	Recount	Poetry	Narrative
	Cycle B	Narrative	Narrative	Narrative	Narrative	Persuasive Speech	Non- Chronological Report
		Persuasive Letter	Poetry	Explanation Text	Balanced Argument	Poetry	
		Persuasive Letter	Poetry	Explanation Text	Balanced Argument	Poetry	

Curriculum Enrichment

Cycle A: Experience Days throughout units (WHOLE SCHOOL). **Cycle B:** Experience Days throughout units (WHOLE SCHOOL).



Key Stage 1 Writing Progression

	Year 1	Year 2
Spelling	- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. - Spell words containing each of the 40+ phonemes already taught. - Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. *Spell some common exception words. - Spell the days of the week. - Name the letters of the alphabet in order. - Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. - Add prefixes and suffixes using the spelling rule for adding –s or -es as the plural marker for nouns and the third person singular marker for verbs. - Add prefixes and suffixes using the prefix un-.	- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically- plausible attempts at others. - Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. *Spell most common exception words. - Spell some words with contracted forms - Spell by learning the possessive apostrophe (singular) e.g. the girl's book. - Spell by distinguishing between homophones and near-homophones. - Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. - Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly). - Apply spelling rules and guidance, as listed in (English Appendix 1). - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	- Sit correctly at a table, holding a pencil comfortably and correctly. - Form most lower-case letters correctly.	- Form lower-case letters of the correct size relative to one another in some of his/her writing. - Form lower-case letters of the correct size relative to one another in most of his/her writing.

	- Form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.	- Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. - Use the diagonal and horizontal strokes needed to join letters. - Understand which letters, when adjacent to one another, are best left unjoined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - Use spacing between words that reflects the size of the letters.
Composition	- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. - Write down one of the sentences that he/she has rehearsed. - Compose and write sentences independently to convey ideas. - Write sentences, sequencing them to form short narratives (real or fictional). - Write sentences by re-reading what he/she has written to check that it makes sense. - Discuss what he/she has written with the teacher or other pupils. - Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). - Write about real events, recording these simply and clearly. - Write poetry to develop positive attitudes and stamina for writing. - Write for different purposes to develop positive attitudes and stamina for writing. - Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. - Plan or say out loud what he/she is going to write about. - Write down ideas and/or key words, including new vocabulary. - Encapsulate what he/she wants to say, sentence by sentence. - Evaluate their writing with the teacher and other pupils. - Re-read to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proof-read e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. - Read aloud what he/she has written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation.	- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. - Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.	- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. - Form adjectives using suffixes such as -ful, -less. - Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

	• Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. • Understand how words can combine to make sentences. • Join words and clauses using and. • Separate words with spaces. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Begin to punctuate work using question marks and exclamation marks. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.	• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. • Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.
--	---	---

*September 2021 – July 2022

More time given to spelling of Common Exception Words due to impact of learning lost following Covid.



Lower Key Stage 2 Writing Progression

	Year 3	Year 4
Spelling	• Use the prefixes un-, dis-, mis-, re-, pre-. • Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. • Use the suffix -ly. • Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. • Spell words with endings which sound like 'zhun' e.g. division, decision. • Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. • *Spell some of the Year 3 and 4 Common Exception Words. • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. • Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. • Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.	• Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-. • Understand and add suffixes -ation, -ous. • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician. • Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. • Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. • *Spell most of the Year 3 and 4 Common Exception Words. • Spell words with the 's' sounds spelt 'sc' e.g. science, scene. • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. • Use the first three or four letters of a word to check its spelling in a dictionary. • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

	• Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Handwriting	• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Composition	• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. • Plan his/her writing by discussing and recording ideas within a given structure. • Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2). • Draft and write by organising writing into paragraphs as a way of grouping related material. • Draft and write in narratives, creating settings, characters and plot. • Draft and write non-narrative material, using headings and sub-headings to organise texts. • Evaluate and edit by assessing the effectiveness of his/her own writing.	• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. • Plan his/her writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Draft and write non-narrative material, using simple organisational devices. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.

	• Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. • Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation.	• Form nouns using a range of prefixes e.g. super-, anti-, auto-. • Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. • Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use paragraphs as a way to group related material. • Use headings and sub-headings to aid presentation. • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. • Begin to use inverted commas to punctuate direct speech. • Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter,	• Understands the grammatical difference between plural and possessive -s. • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use paragraphs to organise ideas around a theme. • Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. • Use commas after fronted adverbials • Understand the following terminology: determiner, pronoun, possessive pronoun and adverbial.

	vowel, vowel letter; and inverted commas (or 'speech marks').	
--	---	--

*September 2021 – July 2022

More time given to spelling of Common Exception Words due to impact of learning lost following Covid.



Upper Key Stage 2 Writing Progression

	Year 5	Year 6
Spelling	• Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. • Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. • Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly. • Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. • Spell some words with 'silent' letters e.g. knight, psalm, solemn. • *Spell some of the year 5 and 6 Common Exception Words. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).	• Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. • Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1). • Use dictionaries to check the spelling and meaning of words. • *Spell most of the year 5 and 6 Common Exception Words. • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). • Use a thesaurus with confidence.

	• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	
Handwriting	• Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.	• Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
Composition	• Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. • Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • Draft and write by précising longer passages. • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly. • Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.	• Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). • Draft and write narratives, describing settings, characters and atmosphere. • Integrate dialogue to convey character and advance the action. • Draft and write by accurately précising longer passages.

	• Use different verb forms mostly accurately with consideration for audience and purpose. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Proof-read for spelling errors linked to spelling statements for year 5. • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. • Distinguish between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling errors linked to spelling statements for year 6. • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	• Convert nouns or adjectives into verbs using suffixes e.g. - ate; -ise; -ify. • Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the

	• Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.	greenhouse versus The window in the greenhouse was broken (by me). • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. • Use the colon to introduce a list and semi-colons within lists. • Use bullet points to list information. • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. • Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely.
--	--	---

		• Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity
--	--	--

*September 2021 – July 2022

More time given to spelling of Common Exception Words due to impact of learning lost following Covid.