

Writing

Our curriculum guide: Writing

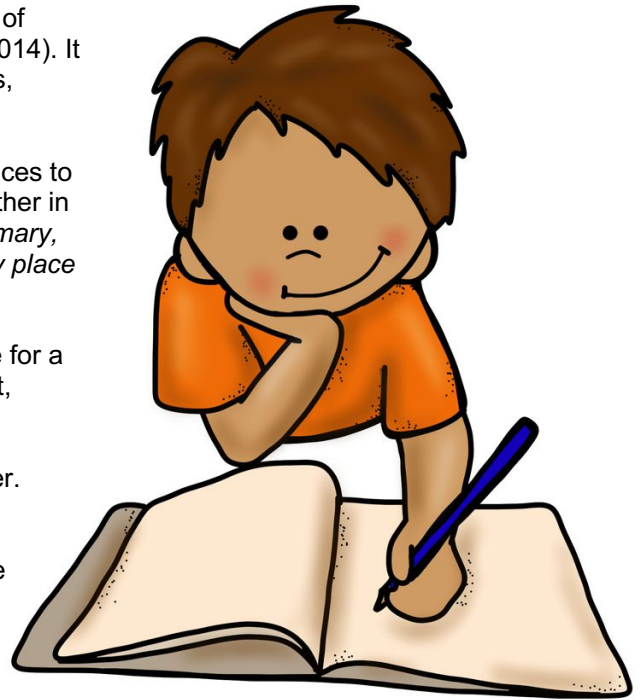
Date: reviewed on an on-going basis

Introduction

This Curriculum Guide relates to Writing, part of the core subject of English in The National Curriculum (Department for Education, 2014). It sits alongside similar documents for Early Years, Reading, Maths, Science, Topics and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. *(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)*

We develop children's skills in many ways: allowing them to write for a range of audiences and purposes; teaching children to plan, draft, revise and edit their writing; broadening their vocabulary; and allowing them to express their ideas through their writing with an awareness of how their grammatical choices impact on the reader. The knowledge and skills we are required to teach are set out in the National Curriculum. We set these out in a year-group based sequence of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.



Curriculum structure

The programmes of study set out in the National Curriculum focus on two dimensions: transcription and composition. We've added a third, speaking and listening, which supports our teaching of English: to be an effective writer is closely linked to being an effective speaker (both involve communicating to others).

transcription	composition
<ul style="list-style-type: none"> to be able to spell accurately and quickly, showing a good awareness of some key 'rules' to be fluent, neat hand-writers to be accurate when writing; to help, we have identified 'must dos' – these are some high-priority aspects of writing 	<ul style="list-style-type: none"> to write with confidence, clarity and imagination to write for a range of purposes and audiences, fiction and non-fiction to plan, draft, revise and edit, and sometimes publish their own writing, and to learn how to critically and constructively appraise the writing of themselves and others to develop a technical vocabulary through which to understand and discuss their writing to develop their creativity, expressive language and critical awareness through their writing
oracy	
<ul style="list-style-type: none"> to listen and respond appropriately to adults and their peers to speak audibly and fluently with increasing command of Standard English when required to have a wide vocabulary and use this to articulate ideas expressively to articulate and justify answers, arguments and opinions to consider and evaluate different viewpoints, listening to and building on the contributions of others 	

Another way to consider the Writing curriculum is in terms of levels:

- **word level:** focus on learning new vocabulary and spelling (through explicit teaching of spelling strategies and age-related word lists)
- **sentence level:** focus on grammar, sentence structure and punctuation, taught using an engaging stimulus, such as texts, pictures, videos, current affairs, topics
- **text level:** focus on a particular purpose, audience and outcome; being exposed to a range of texts helps us all to be better writers

Key elements

Our long-term plans (from page 4) present an overview of different texts that children write each half-term. A minimum of two different texts are covered. For the remainder of the time, children practise skills and often write other pieces.

In a typical writing unit of learning, the shift of learning objectives gradually moves from reading (and building up awareness of specific features of the text, plus purpose, organisation and audience) to writing (applying this awareness and practising these features). Editing is encouraged regularly throughout the process and often has a specific focus at the end. At times, to allow teachers to focus on a specific aspect of writing (set out in our age-related expectations), teachers focus on a specific skill for a series of lessons.

Teachers use strategies such as modelled, shared and guided writing to develop children's confidence and awareness of effective writing (thereby support fluency and challenge) before they go on to apply skills in independent writing.

The following are some of the key elements of our Writing curriculum which support this process.

Phonics

We believe that all our children can become fluent writers. We teach reading through Little Wandle Letters and Sounds Revised, a systematic, synthetic phonics programme. We start teaching phonics in Early Years. Children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in Writing sessions and across the curriculum.

Oracy

'Reading and writing float on a sea of talk' (James Britton).

Speaking is equivalent to writing (communicating outwards) and listening is equivalent to reading ('receiving' communications from others). We know that developing effective oracy skills is a critical tool in becoming an effective learner. It allows children to confidently articulate their feelings and thoughts and is as much an important tool in life as it is in education. In lessons across the curriculum, teachers provide opportunities for talk. Through our long-term plan, our oracy curriculum is sequenced to allow children to consolidate and then build upon their existing oracy skills.

Vocabulary

We create a language rich environment for our children. Developing children's vocabulary underpins much of our teaching. In classrooms, teachers use their 'word wall' to note interesting vocabulary for children to use in their spoken and written communication.

Handwriting

Practice of this important skill is extensive and centred around pupils receiving high quality, effective feedback. Until phase 5 phonics learning (typically towards the end of Year 1), children print each letter; this reduces the cognitive burden, allowing them to focus on the learning of phonics and basic writing. Once children are secure in their phase 5 phonics learning, we begin to teach them to join up their letters and there begins an expectation to join up most letters.

Cross-curricular links

Writing is mainly taught in writing lessons. However, many opportunities arise in other areas of the curriculum for children to use and apply their writing skills, including vocabulary, grammar, punctuation and composition. See our long-term plans for examples.

Revisiting prior learning

We teach writing as part of a spiral curriculum:

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?', R M Harden, 2009

Teachers provide regular opportunities to revisit prior learning; this learning could be from the previous lesson, week, term or year. This is often based on teacher assessment – revisiting a writing skill which the class need. For example, this could take the form of a short, focussed task at the beginning of a lesson. Occasionally, this may be a whole lesson or mini-series of lessons to address any identified gaps in knowledge or skills.

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

All three schools in Sphere Federation are inclusive and are committed to meeting the needs of children with SEND in **the most effective way** so that they achieve **the best possible outcomes**:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.



To do this, we adapt how we implement the Writing curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes reasoning. However, often the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils. (In addition, some content is listed in our age-related expectations in italics – this content is taught earlier than set out in the National Curriculum.)

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned writing task to meet children's questions, needs and interests more closely.

Monitoring and evaluating

We continually review the Writing curriculum, evaluating its impact on children's learning over time.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments (with close reference to our age-related expectations, set out below), based on questioning in class, observations and pupil outcomes (which includes their work in books); teacher assessments are supported by moderation in school, across Sphere Federation and externally with other schools and with the local authority
- in-year and end of year assessments (for Writing, these are teacher assessments based on our age-related expectations and National Curriculum Teacher Assessment Frameworks for Key Stage 1 and Key Stage 2; for Grammar, Punctuation and Spelling, these are a combination of teacher assessments and external tests, including Key Stage 1 and Key Stage 2 National Curriculum tests – 'SATs')

Scrutiny of progress in books and learning conversations with children are additional ways to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our evaluation of impact.

We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent/carer surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the work pupils produce, including taking pride in presentation.

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.

Long-term plans for Writing: Years 1 and 2

Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Collage</i>	
Text type	Non-fiction: recount	Fiction: narrative	Non-fiction: instructions	Fiction: narrative
Context	During this topic, children go on a fieldwork experience. They use this as a stimulus to write a recount about their experience.	Children read 'Hermelin: the detective mouse'. Using this as a stimulus, children write a character description, a setting description or a part of the story.	This piece of writing links to the design technology: food learning that children complete this half-term. They write the instructions for how to make a banana sandwich.	In Reading, children read 'Not Now Bernard'. Using this as a stimulus, they write character descriptions of monsters inspired by the book.
Audience	adults at home	peers	someone who has never made a banana sandwich	peers
Purpose	to narrate to re-tell events and describe what's happened	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

	Spring 1		Spring 2	
Topics	History: <i>Shopping (changes within living memory)</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: recount	Fiction: narrative	Fiction: persuasion	Fiction
Context	Children write a recount of the school trip to Abbey House Museum.	Children read the 'Naughty Bus' and / or 'Bog Baby'. Using this as a stimulus, children write descriptively to re-tell the story or part of the story.	Children read 'Chicken Clicking'. Using this as a stimulus, children write a persuasive letter (or email) to the main character persuading them to be safer online. <i>Debate: Being online is a good thing.</i>	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	peers	adults at home	Chicken Clicking	
Purpose	to narrate to re-tell events and describe what's happened	to describe, to narrate to interest and entertain by telling stories	to persuade to persuade the audience to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	Non-fiction: report	Fiction: narrative	Non-fiction: instructions	Fiction
Context	Children write a report about a place they have learnt about, or know about: Leeds or Nairobi. <i>Debate: Nairobi is a more interesting place than Leeds.</i>	Children read 'Where the Wild Things Are' and / or 'The Worst Witch'. Using this as a stimulus, children write a short narrative.	Linked to their DT learning, children write a set of instructions for how they made their puppet. It's helpful to take pictures of the children at each stage of making their puppets to act as a memory trigger.	Children 'Extra Yarn'. Using this a stimulus, children re-tell part of the story including a description of a main character.
Audience	their adults	children in another school	someone who has never made a fabric puppet	
Purpose	to inform to give information / describe the way things are	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

Long-term plans for Writing: Years 1 and 2

Cycle B

	Autumn 1		Autumn 2	
Topics	History: <i>Great Fire of London</i>		Art: <i>Drawing, Painting, Sculpture</i>	
Text type	Non-fiction: report	Fiction: narrative	Non-fiction: report	Fiction
Context	Children write a report about 'The Great Fire of London'. This could be a report about different aspects of the fire. Or, a short piece of writing about one aspect in particular. <i>Debate: The GFoL was the baker's fault?</i>	Children read 'Little Red' by Bethan Woolvin. Using this as a stimulus, children write descriptively about a character.	Children write about one of Georges Seurat's pieces. They may also choose to write some information of Georges Seurat himself.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	their adults		older children in school	
Purpose	to inform to give information / describe the way things are	to describe to interest and entertain by telling stories	to inform to give information / describe the way things are	to describe, to narrate to interest and entertain by telling stories
Formality				

	Spring 1		Spring 2	
Topics	Geography: <i>'The streets around our school'</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: persuasion	Fiction	Non-fiction: recount	Fiction
Context	Children write about a local (or particularly relevant) issue. For example, persuading people not to litter, to park responsibly, to drive at the speed limit etc. <i>Debate: _____ is the biggest issue in Moortown/Scholes/Wetherby because...</i> CV: compassion	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	This piece of writing links to the design technology: food learning that children complete this half-term. They write a recount about making the overnight oats.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	local community		their adults	
Purpose	to persuade to persuade the audience to do something	to describe, to narrate to interest and entertain by telling stories	to narrate to re-tell events and describe what's happened	to describe, to narrate to interest and entertain by telling stories
Formality				

	Summer 1		Summer 2	
Topics	History: <i>Heroes</i>		Design & Technology: <i>Textiles</i>	
Text type	Fiction	Non-fiction: report	Non-fiction: instructions	Fiction
Context	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	Children learn about key historical figures as part of their history learning. They apply their knowledge by writing a report about the person to give information about their life and, most importantly, their achievements. CV: courage	Linked to their DT learning, children write a set of instructions for how they made a free-standing structure. It's helpful to take pictures of the children at each stage of making their structures to act as a memory trigger.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience		children in another school	their adults	
Purpose	to describe, to narrate to interest and entertain by telling stories	to inform to give information / describe the way things are	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

Long-term plans for Writing: Years 3 and 4

Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Collage</i>	
Text type	Fiction: journalistic writing	Fiction: narrative	Fiction: narrative	Non-fiction: review
Context	Children respond to a traditional tale to write journalistically about the events. This is a familiar tale that is 'twisted' in some way. For example, the Three Little Pigs framed the Wolf. <i>Debate: You should always believe the news.</i>	As a class novel, children read 'Podkin One Ear'. They write a character description of the main character: Podkin. <i>CV: perseverance</i>	Using the first section of the video ' The Dream Giver ', children write a recount of the events as though they are the dream giver.	In art lessons, children learn about Martha McDonald Napaltjarri and Wassily Kandinsky. They apply their knowledge by writing a review about a piece, or a collection of pieces, from one of these artists.
Audience	adults	similarly-aged children who have not read the book		an art enthusiast
Purpose	to narrate, to inform to tell the news	to describe, to narrate to interest and entertain by telling stories	to describe, to narrate to interest and entertain by telling stories	to inform to present an opinion
Formality	formal	informal	informal	formal

	Spring 1		Spring 2	
Topics	History: <i>Romans, Anglo-Saxons</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: discussion	Fiction: recount	Non-fiction: report	Fiction: narrative
Context	Was Boudicca a hero or a villain? Children learn about the Iceni tribe's resistance to the Roman invasion. They apply this knowledge in this piece of writing.	Linking to their history learning, children write about a fictional invasion. They characterise themselves as a Celt whose tribe is being attacked. <i>CV: peace</i>	In Computing, children have used Scratch. This report allows them to show their knowledge of the platform in writing. They don't just write about the history of Scratch. They focus on its features, too. <i>Debate: Children should be supervised by an adult at all times when online.</i>	Using the first section of the video ' The Dragon Slayer ', children write the opening to the video in narrative form. In particular, they describe the main character, his backstory and create tension as he rides towards the dragon.
Audience	older children with an enthusiasm for history	their peers	people who are new to Scratch and looking to find out more information	children sat around a fire listening to stories of legends from the past
Purpose	to inform to think about different sides of an argument, and possibly reach a decision (ie conclusion)	to narrate to re-tell events and describe what's happened	to inform to give information / describe the way things are	to describe, to narrate to interest and entertain by telling stories
Formality	formal	informal	formal	informal

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	Non-fiction: promotion	Fiction: recount	Non-fiction: instructions	Fiction
Context	Children learn about York and Venice. In this piece, they've been tasked by Tourism York or Tourism Venice to create a promotional web article to entice tourists to their city.	Children read the picture book 'Flood' by Alvaro F Villa. They write a recount as though they are one of the characters depicting the devastating events of the flood. <i>CV: compassion</i>	In DT, children use their cooking skills to make a salad and dressing. They write a recipe for how to make this.	Teachers use this opportunity to respond to the poem 'The Magic Box' by Kit Wright.
Audience	potential tourists	children with a view to persuade them take environmental issues more seriously	a child at home who is cooking a meal for their family	
Purpose	to persuade to persuade / sell / promote a product.	to narrate to re-tell events and describe what's happened	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality	informal	formal	informal	

Long-term plans for Writing: Years 3 and 4

Cycle B

	Autumn 1		Autumn 2	
Topics	History: Ancient Greece		Art: Drawing, Digital art	
Text type	Non-fiction: discussion	Fiction: narrative	Non-fiction: instructions	Fiction
Context	Children learn about the two main city states in Ancient Greece: Athenia and Sparta. Children receive an email from Mr Wilks explaining that only one city state can be taught from now on. They write a speech in which they show the value of each city state to allow others to decide. <i>Debate: see above</i>	Children respond to this video . They write as though they are a soldier returning to Athenia from war. They describe pulling into the harbour and seeing their city state again. They've been tasked by the creators of the video to write the best description.	In their art learning, children create digital art using an iPad. In this piece, they write a set of instructions for how to take an image and turn it into a piece of digital art.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	their peers	the content creators	another child with no experience creating digital art	
Purpose	to inform to think about different sides of an argument, and possibly reach a decision (ie conclusion)	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality	formal	informal	informal	

	Spring 1		Spring 2	
Topics	Geography: Volcanoes and / or Earthquakes		Computing: Programming	
Text type	Fiction: recount	Non-fiction: report	Non-fiction: persuasion	Fiction
Context	Many people around the world are unable to imagine witnessing a volcanic eruption. In this piece, children write a fictional recount about seeing, and fleeing, a volcanic eruption.	In Geography, children learn about the famous eruption of Mt Vesuvius. In this piece, they create a report about the volcano to show their geographical (and historical) knowledge. <i>Debate: People shouldn't live near volcanoes.</i>	Throughout the year, and more specifically in this topic, children learn about staying safe online. In this piece, they write to the Head of School to persuade them that iPads should be used ever more.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	children who want to know what seeing and fleeing a volcanic eruption would be like	adults at home	Head of School	
Purpose	to narrate to re-tell events and describe what's happened	to inform to give information / describe the way things are	to persuade to persuade the audience to do something	to describe, to narrate to interest and entertain by telling stories
Formality	informal	formal	formal	

	Summer 1		Summer 2	
Topics	History: Leeds over Time		Design & Technology: Construction	
Text type	Fiction: narrative	Non-fiction: journalistic writing	Non-fiction: review	Fiction: narrative
Context	In Reading, children study Michael Rosen's poem: Chocolate Cake. Inspired by the poem, children write a full narrative about sneaking through school to the staffroom to steal an item of food.	In History, children learn about Leeds West Indian Carnival. In this piece, they apply this knowledge. They're tasked by the Yorkshire Post to write a piece for their website about the carnival, including its history. <i>CV: courage</i>	In Design and Technology (cooking and nutrition), children will experience making scones. Once finished, they will taste and review them. This piece is the review of their scones for a food magazine.	Using images as a prompt, children write a narrative within which they create a 'spooky' atmosphere.
Audience	their peers	adults with limited knowledge of the carnival	food lovers	children who love being scared
Purpose	to describe, to narrate to interest and entertain by telling stories	to narrate, to inform to tell the news	to inform to present an opinion	to describe, to narrate to interest and entertain by telling stories
Formality	informal	formal	formal	informal

Long-term plans for Writing: Years 5 and 6

Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Sculpture</i>	
	In Autumn 1, children are also taught to make notes and write summaries.			
Text type	Fiction: narrative	Non-fiction: report	Non-fiction: review	Fiction: narrative
Context	Children watch and respond to this video – Eye of the Storm . Using this as a stimulus, they write a character and / or setting description.	Children write a formal report about a fictional city. They use this as an opportunity to show their geography knowledge and vocabulary. For example, including information about an urban green space.	As part of their art learning, children visit Yorkshire Sculpture Park (YSP). After the visit, they write a review about the park. <i>Debate: Thomas J Price is a better sculptor than Barbara Hepworth.</i>	Linked to their trip, children write a short narrative in which a sculpture comes to life.
Audience	their peers	adults	potential visitors	their peers
Purpose	to describe, to narrate to interest and entertain by telling stories	to narrate, to inform to tell the news	to inform to present an opinion	to describe, to narrate to interest and entertain by telling stories
Formality	informal	formal	formal	informal

	Spring 1		Spring 2	
Topics	History: <i>Vikings, Islamic Golden Age</i>		Computing: <i>Programming</i>	
Text type	Fiction: recount / persuasion	Non-fiction: discussion	Fiction: narrative	Fiction: promotion
Context	Children read Tony Bradman's 'Viking Boy'. In this piece, they write as Gunnar explaining to the other gods what happened on the day that Skulli and the Wolf Men invaded their tribe and killed his father. <i>CV: forgiveness</i>	Children apply their history knowledge by discussing an important question: Why was the Islamic Golden Age more advanced?	Children watch and respond to this video – Francis . Using this as a stimulus, they write a narrative with a scary / spooky mood.	In computing, children use Scratch to create their own game. In this piece, they promote the sale of their game in the form of a web article. <i>Debate: Social media is a good thing.</i>
Audience	the gods	people with an interest in history	adults who like scary stories	children who enjoy gaming
Purpose	to narrate to re-tell events and describe what's happened	to inform to think about different sides of an argument, and possibly reach a decision (ie conclusion)	to describe, to narrate to interest and entertain by telling stories	to persuade to persuade / sell / promote a product. Could be seen as 'a report that is biased and wants to sell'
Formality	informal	formal	informal	informal

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	Fiction	Non-fiction: report	Non-fiction: instructions	Fiction: journalistic writing
Context	Teachers use this opportunity to respond to the poem 'The Highwayman' by Alfred Noyes.	In Geography, children learn about the Amazon Rainforest. They apply their knowledge in this piece of writing.	This piece of writing links to the design technology: cooking and nutrition learning that children complete this half-term. They write a set of instructions on how to make a tomato-based sauce. A peer who does not know how to make a tomato-based sauce	Linking with RSE learning, children read 'And Tango Makes Three'. They imagine they've been tasked by First News to cover the story. They write a piece for the digital edition of First News based on the book.
Audience		people with an interest in geography		Year 6 children
Purpose	to describe, to narrate to interest and entertain by telling stories	to inform to give information / describe the way things are	to inform, to narrate to tell the reader how to do something	to narrate, to inform to tell the news
Formality		formal	informal	formal

Long-term plans for Writing: Years 5 and 6

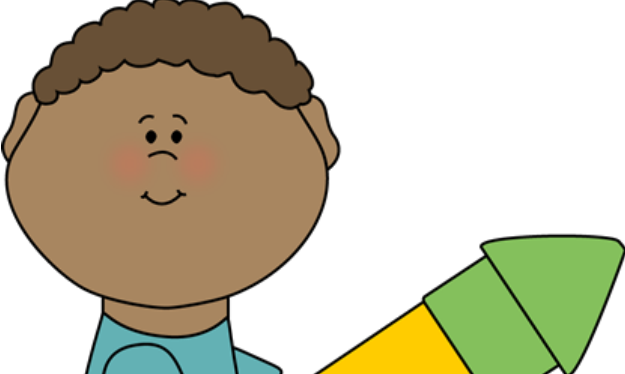
Cycle B

	Autumn 1		Autumn 2	
Topics	History: Stone Age to Iron Age, Ancient Egypt		Art: Drawing, Printing	
	In Autumn 1, children are also taught to make notes and write summaries.			
Text type	Fiction: recount	Non-fiction: discussion	Non-fiction: instructions	Fiction: narrative
Context	Linked to a scene in their class novel (Secrets of a Sun King by Emma Carroll), in this piece, children aim to build tension as they write as though they are the main character opening the stolen box.	In History, children learn about Howard Carter and his discovery of Tutankhamun's tomb. In this piece, they apply their knowledge by discussing an age-old question – Howard Carter: tomb raider or archaeological hero? <i>Debate: see above question</i>	In their Art learning, children learn about printing. They apply this knowledge by writing a set of instructions on the printing process.	Children write a suspenseful narrative set in the eerie scene of Whitby Abbey.
Audience	their peers	Y6 children unfamiliar with Howard Carter	People with no knowledge of printing	Adults with an interest in scary stories
Purpose	to narrate to re-tell events and describe what's happened	to inform to think about different sides of an argument, and possibly reach a decision (ie conclusion)	to inform to give information / describe the way things are	to describe, to narrate to interest and entertain by telling stories
Formality	informal	formal	formal	informal


	Spring 1		Spring 2	
Topics	Geography: Climate Change		Computing: Programming	
Text type	Non-fiction: persuasion	Fiction: narrative	Non-fiction: promotion	Fiction
Context	Children learn about climate change. They write an email to their local councillor persuading them to act about a climate related issue. <i>Debate: Climate change is not our fault. CV: compassion</i>	Children watch and respond to this video – Ruckus . Using this as a stimulus, they write a narrative that incorporates dialogue to convey character and / or advance the action.	In their computing learning, children learn how program Micro-bits. In this piece of writing, they promote the product of Micro-bits for their educational value.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	local councillor	their peers	teachers looking to improve their computing offer to children	
Purpose	to persuade to persuade the audience to do something	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality	formal	informal	informal	

	Summer 1		Summer 2	
Topics	History: World War II, and Leeds at War		Design & Technology: Construction	
Text type	Non-fiction: journalistic writing	Fiction: recount	Non-fiction: review	Non-fiction
Context	In History, children learn about The Blitz. In this piece, they apply this knowledge by writing journalistically about a bombing – imagining they're there at the time.	Children learn about evacuees. They imagine they're an evacuee who has just arrived at the new home. They write a letter to a loved one explaining what's happened and how they are. <i>CV: courage</i>	In Design and Technology, children experience making a car to keep a soft-boiled egg safe when testing. In this piece, they review their final product.	Teachers use this opportunity to respond to the poem 'Refugees' by Brian Bilston.
Audience	adults	their loved ones	food lovers	
Purpose	to narrate, to inform to tell the news	to narrate to re-tell events and describe what's happened	to inform to present an opinion	to describe, to narrate to interest and entertain by telling stories
Formality	formal	informal	formal	

Age-related expectations: Writing in Early Years


Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)
<p>Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</p>	
<p>N4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>N5 Write some or all of their name.</p> <p>N6 Write some letters accurately.</p>	<p>R7 Form lower-case and capital letters correctly.</p> <p>R8 Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>R9 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>R10 Re-read what they have written to check that it makes sense.</p>
<p>These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.</p>	
<p><i>(Secure the learning set out in Development Matters – no additional or explicit learning.)</i></p> 	<p>Writing: vocabulary and spelling <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i></p> <p>R21+ I can name all the letters of the alphabet in order.</p> <p>R22+ I can write from memory simple captions or sentences dictated by the teacher.</p> <p>R23+ I can learn new words ('wow words'), and begin to use these words in writing, not necessarily spelled correctly.</p> <p>Writing: handwriting</p> <p>R24+ I am beginning to form digits 0-9.</p> <p>R25+ I can sit for a sustained period (eg around ten minutes) in order to write.</p> <p>Writing: editing and improving</p> <p>R26+ I can read the caption or sentence that I've just written (think it, say it, write it, read it).</p> <p>Writing: sentence structure</p> <p>R27+ I can start sentences using capital letters.</p> <p>R28+ I can end sentences using a full stop.</p> <p>R29+ I can use a capital letter for 'I'.</p> <p>R30+ I can use a capital letter to start my name.</p> <p>R31+ I can separate some words using (finger) spaces.</p> <p>R32+ I can combine words to make a caption or sentence.</p> <p>R33+ I can think about the caption or sentence that I'm going to write (think it, say it, write it, read it).</p> <p>Writing: description</p> <p>R34+ I can use adjectives in a caption or simple sentence.</p> <p>Writing: conjunctions</p> <p>R35+ I am beginning to use 'and' to join.</p>

Age-related expectations: Writing, Year 1

Ongoing Learning	Cumulative, Mastery Learning
Vocabulary and spelling <ol style="list-style-type: none"> 1. I can spell words containing each of the 40+ phonemes already taught (Phase 3). 2. I can spell common exception words. 3. I can spell days of the week. 4. I can name all the letters of the alphabet in order. 5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities). 7. I can use the suffix 's' or 'es' for plurals. 8. I can use the suffix 's' or 'es' for third person singular verbs. 9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word eg helping, helped, helper. 10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning. 	Sentence Structure – Term 1.1 <ol style="list-style-type: none"> 19. I am beginning to start and end sentences using capital letters to start, use a full stop to end, or question mark / exclamation mark. 20. I can use a capital letter for 'I' and for everyday proper nouns. 21. I can separate words using (finger) spaces. 22. I can combine words to make a sentence. 23. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below). 24. I can say what I'm going to write and then compose a sentence orally before writing it.
Composition <ol style="list-style-type: none"> 11. I can sequence sentences to form a short recount or narrative. 	Description – Term 1.2 Suggested sequence within ENPs: <ul style="list-style-type: none"> • nouns • adjectives
Handwriting <ol style="list-style-type: none"> 12. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place. 13. I can form capital letters. 14. I can form digits 0-9. 15. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper). 	Conjunctions – Term 2.1 <ol style="list-style-type: none"> 25. I can use 'and' to join two clauses and words in a list. Suggested sequence: <ul style="list-style-type: none"> • 'and' to join words in a list • 'and' to join two clauses/ideas • 'and' to fix a squashed sentence
Editing and improving <ol style="list-style-type: none"> 16. I can re-read what I have written to check that it makes sense (with an adult if needed). 17. I can discuss and read aloud what I have written. 18. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions). 	
Grammar and punctuation <p>word class noun verb (teach as the infinitive: to cry, to run) adjective conjunction (minimum: <i>and</i> plus see Y2) sentence tenses: past, present question mark exclamation mark capital letter (for <i>I</i> and proper nouns)</p>	

Age-related expectations: Writing, Year 2


National Curriculum teacher assessment framework – points in bold.

Ongoing Learning	Cumulative, Mastery Learning
<p>Vocabulary and spelling</p> <p>➔1. I can segment spoken words into phonemes and record these as graphemes – spelling many correctly (<i>plausible attempts</i>)</p> <p>2. I can spell words with alternative spellings, including a few common homophones and near homophones.</p> <p>➔3. I can spell common exception words (<i>many</i>).</p> <p>4. I can spell some contractions.</p> <p>5. I can spell unfamiliar words using alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).</p> <p>6. I can write simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>7. I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</p> <p>8. I can spell longer words using suffixes including 'ment', 'ness', 'ful', 'less'</p>	<p>Sentence Structure – Term 1.1</p> <p>27. I am able to orally rehearse a structured sentence</p> <p>28. I can use sentences with different forms: statement, question, exclamation, command.</p> <p>29. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning).</p> <p>30. I can use commas to separate nouns in a list.</p> <p>31. I can use simple adverbs that relate to time (eg next, now, then) and how (eg quickly, slowly, carefully).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • commas in a list of nouns • adverbial openers with commas
<p>Composition</p> <p>➔9. I correctly demarcate sentences with capital letters and full stops / ? / ! (<i>greater depth</i>)</p> <p>➔10. I can write for different purposes, including real events and poetry, showing a positive attitude and stamina (<i>simple, clear</i>).</p> <p>11. I am able to orally rehearse sequences of sentences.</p> <p>12. I can plan and discuss the content of writing and record my ideas.</p> <p>➔13. I can write (<i>coherent</i>) narratives about personal experiences and those of others, both real and fictional.</p>	<p>Description – Term 1.2</p> <p>32. I can use expanded noun phrases (eg 'the butterfly' = noun phrase, whereas 'the blue butterfly' = expanded noun phrase).</p> <p>33. I can use commas to separate adjectives</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • nouns • adjectives • two adjectives, separated with a comma
<p>Handwriting</p> <p>➔14. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>15. I am beginning to use some of the diagonal and horizontal strokes needed to join letters.</p> <p>16. I can form lower-case letters of the correct size relative to one another.</p> <p>17. I show that I know which letters may be left un-joined.</p> <p>➔18. I use spacing between words that reflects the size of the letters.</p>	<p>Conjunctions – Term 2.1</p> <p>➔34. I can use (<i>some</i>) subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and', 'but').</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y1 • 'because' and 'but' to join ideas • 'or' and 'so' • 'when', 'if', 'that'
<p>Editing and improving</p> <p>19. I can re-read what I have written to check that it makes sense.</p> <p>20. I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>21. I can evaluate my own writing independently, with friends and with an adult.</p> <p>22. I can read aloud what I've written with appropriate intonation.</p>	<p>Editing and improving – Term 2.2</p> <p>35. I can use apostrophes to show missing letters.</p> <p>36. I can use apostrophes to show singular possession in nouns (embed in spelling learning/tests).</p> <p>← Also specifically focus on LOs15-17.</p>
<p>Grammar in writing</p> <p>➔23. I consistently use the correct tense: present and past (<i>mostly correctly</i>).</p> <p>24. I can use some features of Standard English eg avoid double negatives, use of 'cos'.</p> <p>25. I can use the progressive forms of verbs in the present and past tense (I am running / I was running).</p> <p>26. I use capital letters for a wider range of proper nouns.</p>	
<p>Grammar and punctuation</p> <p>noun phrase (inc expanded)</p> <p>adverb</p> <p>conjunction (<i>and, or, but; when, if, that, because</i>)</p> <p>statement, question, exclamation, command</p> <p>tenses: past, present, future</p> <p>commas (in a list)</p> <p>apostrophes (singular possession and contraction)</p>	

Age-related expectations: Writing, Year 3

Ongoing Learning	Cumulative, Mastery Learning
Vocabulary and spelling <p>1. I can spell commonly mis-spelt words, including many of those on the Y3/4 word list.</p> <p>2. I can form nouns using some prefixes eg sub..., auto...</p> <p>3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).</p> <p>4. I can create word families based on root words eg happy, happiness, happier...</p> <p>5. I recognise and spell homophones.</p> <p>6. I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>7. I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>8. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p>	Sentence Structure – Term 1.1 <p>20. I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily.</p> <p>21. I can move the position of the adverb/adverbial within the sentence – at the start, in the middle or at the end.</p> <p>22. I can use prepositions eg before, after, during, in, because of, under.</p> <p>23. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> recap Y2 learning identify verbs and adverbs adverbs after a verb fronted adverbs extending adverbs into adverbial phrases moving adverbial phrases (possibly for HAs)
Composition <p>9. I can write a narrative with a setting, characters and plot.</p> <p>10. I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>11. I can use paragraphs around a theme.</p> <p>12. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</p> <p>13. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...')</p>	Description – Term 1.2 <p>24. I can use adjectives for impact.</p> <p>25. I am beginning to use descriptive noun phrases for impact.</p> <p>26. I can use prepositions eg before, after, during, in, because of, under.</p> <p>27. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p> <p>28. I can begin to use figurative language (eg similes or personification).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> recap Y2 learning identify nouns and accompanying articles add an adjective add more than one adjective (different meanings) with a comma to separate using prepositions to expand a noun phrase
Handwriting <p>14. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies).</p>	Conjunctions – Term 2.1 <p>29. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> recap Y2 learning coordinating conjunctions subordinating conjunctions subordinate clauses 'flipping' sentences
Editing and improving <p>15. I can proof-read to check for errors in spelling and punctuation.</p> <p>16. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</p> <p>17. I can read aloud what I've written with appropriate intonation, volume and tone.</p>	Editing and improving – Term 2.2 <p>30. I can use apostrophes to mark regular plural possession (embed in spelling learning / tests).</p> <p>← Also specifically focus on LOs15-17.</p>
Grammar in writing <p>18. I can use 'a' / 'an' correctly eg 'an open box'.</p> <p>19. I can use the present perfect form of verbs instead of the simple past (eg He has gone out. / He went out.)</p>	Speech – Term 3.1 <p>31. I can use inverted commas to punctuate direct speech (not necessarily other speech punctuation).</p>
Grammar and punctuation <p>pronoun</p> <p>preposition</p> <p>determiners (inc articles)</p> <p>adverbial phrase (inc fronted adverbial)</p> <p>main clause</p> <p>phrase (noun phrase, prepositional phrase, adverbial phrase)</p> <p>paragraph</p> <p>subject, object</p> <p>synonym</p> <p>antonym</p>	<p>commas (fronted adverbials)</p> <p>inverted commas (direct speech)</p> <p>apostrophes (plural possession)</p>

Age-related expectations: Writing, Year 4

Ongoing Learning	Cumulative, Mastery Learning
Vocabulary and spelling <p>1. I can spell commonly mis-spelt words, including those on the Y3/4 word list.</p> <p>2. I can form nouns using a range of prefixes eg super..., anti...</p> <p>3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).</p> <p>4. I can create word families based on root words eg 'solve', 'solution', 'solver', 'dissolve', 'insoluble'.</p> <p>5. I can recognise and spell homophones and near-homophones.</p> <p>6. I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way).</p>	Sentence Structure – Term 1.1 <p>22. I can use adverbs and adverbials (eg soon, then, next, stealthily, scared and alone).</p> <p>23. I can use commas after fronted adverbials and other openers.</p> <p>24. I can move the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end), with some awareness of the impact of this on the reader.</p> <p>25. I can use prepositions eg before, after, during, in, because of, under.</p> <p>26. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y3 learning • adverbs • adverbial phrases • moving adverbial phrases within sentences
Composition <p>7. I can write a narrative with a setting, characters and plot.</p> <p>8. I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>9. I can use paragraphs around a theme.</p> <p>10. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</p> <p>11. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...')</p>	Description – Term 1.2 <p>27. I can use adjectives for impact.</p> <p>28. I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases (eg 'One really hot summer's day,', '(On the coarse sand,', 'The quite cool breeze,' 'The biting cold wind,')</p> <p>29. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p> <p>30. I can use some figurative language (eg similes, metaphors, personification).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • adjectives • prepositions • with / that / which (and other relative pronouns)
Handwriting <p>12. I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders).</p> <p>13. I understand which letters should be left un-joined.</p>	Conjunctions – Term 2.1 <p>31. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y2 learning • coordinating conjunctions • subordinating conjunctions • subordinate clauses • 'flipping' sentences
Editing and improving <p>14. I can proof-read to check for errors in spelling and punctuation.</p> <p>15. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</p> <p>16. I can read aloud what I've written with appropriate intonation, volume and tone.</p> <p>17. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>	Editing and improving – Term 2.2 <p>32. I can use apostrophes to mark regular and irregular plural possession (embed in spelling learning / tests).</p> <p>← Also specifically focus on LOs15-17.</p>
Grammar in writing <p>18. I can use 'a' / 'an' correctly eg 'an open box'.</p> <p>19. I can use standard English forms for verb inflections instead of local spoken forms (eg 'We were exhausted', not 'We was exhausted.')</p> <p>20. I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play.</p> <p>21. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p>	Speech – Term 3.1 <p>33. I can use inverted commas and other punctuation for direct speech.</p> <p>34. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p>
Grammar and punctuation <p>consolidate prior learning: use and apply in different contexts and more independently</p>	

Age-related expectations: Writing, Year 5

Ongoing Learning	Cumulative, Mastery Learning	
Vocabulary and spelling	Sentence Structure – Term 1.1	
1. I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list. 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), –ise (familiar-familiarise), –ify (simple-simplify). 3. I can form verbs with prefixes. 4. I can use further prefixes and suffixes, understanding the rules for adding them. 5. I can spell some words with silent letters. 6. I can distinguish between homophones and other words which are often confused. 7. I can use knowledge of morphology and etymology to help me spell. 8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. 9. I can use a thesaurus. 10. I understand how words are related by meaning as synonyms and antonyms.	27. I can start sentences in different ways, using openers and other ways. 28. I can move the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end) and understand the impact of this on the reader. 29. I can use commas to mark phrases and clauses. 30. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun. 31. I can use brackets, dashes or commas to indicate parenthesis. Sequence of learning: <ul style="list-style-type: none"> fronted adverbials with commas (recap Y3/4) recap of conjunctions learnt so far introduce relative clause, moving it in the sentence introduce punctuation for parenthesis and the effect of the choice 	
Composition	Description – Term 1.2	
11. I can write for a specific audience and purpose. 12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work. 13. I can plan and develop ideas, using reading / research where necessary. 14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. 15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. 16. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’ ‘Firstly,’) and between sentences (‘although’). 17. I can summarise a paragraph. 18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg ‘The owl...’, ‘It...’, ‘This impressive creature...’)	32. I can use expanded noun phrases to interest the reader. 33. I can describe settings, characters and atmosphere (mood) when writing narrative. 34. I can experiment with vocabulary for effect. 35. I can use grammar for effect. 36. I can use a range of figurative language. Sequence of learning: <ul style="list-style-type: none"> recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) settings described using Y3/4 techniques integrating character description creating atmosphere 	
Handwriting	Colons, semi-colons and dashes – Term 2.1	
19. I have legible, fluent, appropriately joined handwriting with increasing speed. 20. I can choose the style to use when given a choice. 21. I can choose the handwriting implement that is best suited for a specific task.	37. I can use a semi-colon within lists. 38. I am beginning to use dashes to mark boundaries between independent clauses.	
Editing and improving	Speech – Term 2.2	
22. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning. 23. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.	39. I can integrate dialogue to convey characters. 40. I can distinguish language of speech (eg colloquial) and writing (Standard English). 41. I can recognise vocabulary and structures that are appropriate for formal speech and writing. Sequence of learning: <ul style="list-style-type: none"> punctuating speech (from Y3/4) using speech to convey character (colloquial) 	
Grammar in writing	Grammar and punctuation	
24. I can use verb phrases eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). 25. I can recognise passive verbs. 26. I can use bullet points to list information and punctuate consistently.	modal verb relative pronoun main clause subordinate clause (inc relative clause) coordinating clause present simple present progressive present perfect past simple past progressive past perfect	active, passive standard English parenthesis: brackets, dashes, commas ellipsis colon (to introduce a list) semi-colon (in a list) semi-colons (between clauses) colons (between clauses) hyphen bullet points



Age-related expectations: Writing, Year 6

National Curriculum teacher assessment framework – points in bold.

Ongoing Learning	Cumulative, Mastery Learning
Vocabulary and spelling →1. I can spell commonly mis-spelt words, and most of those from the Y5/6 word list. 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). 3. I can form verbs with prefixes. 4. I can use further prefixes and suffixes, understanding the rules for adding them. 5. I can spell some words with silent letters. 6. I can distinguish between homophones and other words which are often confused. 7. I use knowledge of morphology and etymology to help me spell. →8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. 9. I can use a thesaurus. 10. I understand how words are related by meaning as synonyms and antonyms.	Sentence Structure – Term 1.1 31. I can start sentences in different ways. 32. <i>I can manipulate sentences by moving the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end) for a specific, intended impact of this on the reader.</i> 33. I can use commas to mark phrases and clauses. 34. I can use relative clauses with 'which', 'who', 'where', 'when', 'that', 'whose', possibly with an implied (ie omitted) relative pronoun. →Use the range of punctuation taught at KS2 mostly correctly: 35. I can use brackets, dashes or commas to indicate parenthesis. Sequence of learning: <ul style="list-style-type: none"> fronted adverbials with commas (recap Y3/4) recap of conjunctions learnt so far introduce relative clause, moving it in the sentence introduce punctuation for parenthesis and the effect of the choice.
Composition →11. I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of the first person in a diary; direct address in instructions and persuasive writing) 12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer's viewpoint, considering another author's work. 13. I can plan and develop ideas, using reading / research if necessary. 14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. 15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. →16. I can build cohesion within and across paragraphs (eg by using adverbials / connectives such as 'After that,', 'Firstly,') and between sentences ('although'). 17. I can summarise a paragraph. →18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...') 19. I plan and develop ideas, using reading / research as needed.	Description – Term 1.2 36. I can use expanded noun phrases to interest the reader. →37. I can describe settings, characters and atmosphere (mood) when writing narrative. 38. I can experiment with vocabulary for effect. 39. I can use grammar for effect. →Use the range of punctuation taught at KS2 mostly correctly: 40. I can use a hyphen to avoid ambiguity eg I saw a man-eating shark. 41. I can use a wider range of figurative language (eg similes, metaphors, personification). Sequence of learning: <ul style="list-style-type: none"> recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) settings described using Y3/4 techniques integrating character description creating atmosphere
Handwriting →20. I have legible, fluent, appropriately joined handwriting with increasing speed. 21. I can choose the style of handwriting to use when given a choice. 22. I can choose the handwriting implement that is best suited for a specific task.	Colons, semi-colons and dashes – Term 2.1 →Use the range of punctuation taught at KS2 mostly correctly: 42. I can use a colon to introduce a list. 43. I can use a semi-colon within lists. 44. I can use dashes to mark boundaries of independent clauses. 45. I can use semi-colons to separate clauses.
Editing and improving 23. I can assess and edit to improve my writing or another's (vocabulary, grammar, punctuation), to enhance effects and clarify meaning. 24. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.	Speech – Term 2.1 →46 I can integrate dialogue to convey character and advance action. 47. I can distinguish language of speech (eg colloquial) and writing (Standard English). →48. I can select vocabulary and grammatical structures that reflect what the writing requires (eg contracted forms in dialogues, passive and modal verbs, formal language). Sequence of learning: →Use the range of punctuation taught at KS2 mostly correctly: <ul style="list-style-type: none"> punctuating speech (from Y3/4) using speech to convey character (colloquial) and advance action
Grammar in writing →25. I can use verb tenses consistently and correctly throughout my writing 26. I use verb phrases (eg to indicate possibility), using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). 27. I can recognise passive verbs. 28. I can use bullet points and punctuate consistently. 29. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg 'find out' / 'discover'; 'ask for' / 'request' (and begin to use these). 30. I can distinguish language of speech (eg colloquial) and writing (Standard English), using formal and informal speech and structures appropriately (eg subjunctive forms ['If I were...'] and question tags).	Grammar and punctuation consolidate prior learning: use and apply in different contexts and more independently

Appendix: Our writing diet

This Writing 'diet' shows the variety of ways we teach Writing (left column), with notes on when and how Writing is typically taught. Some Key Stage 1 activities continue into Key Stage 2 when additional support for individuals is needed.

Writing Activity and its key purpose	Nursery (Scholes (Elmet) Primary and St James' CE Primary)	Reception	Key Stage 1 (Y1 – Y2)	Key Stage 2 (Y3 – Y6)
Writing Process to develop specific writing skills and apply these independently composition, application of grammar	In areas of provision, opportunities are given for children to develop early writing skills in numerous ways: <ul style="list-style-type: none"> • real-life writing opportunities (eg notebooks, address books) • mark-making opportunities (eg drawing in sand, decorating a pumpkin) • teacher-directed activity (eg 'Talking Tables') <small>(This list provides some examples and is in no way exhaustive.)</small>	once a week in a dedicated small group session (teacher-led) (in addition, teachers model writing sentences as a basis for reading and writing and children have opportunities to develop fundamental skills for writing within provision areas)	50 minutes, on average, three or four times a week sequence begins with teaching age-related expectations not covered by reading practice sessions; provides a basis for writing lessons by becoming familiar with a text; either a general stimulus (a book eg The Naughty Bus) or a WAGOLL (a set of instructions) no dedicated Writing exercise book; instead a Reading and Writing exercise book	50 minutes, four or five times a week
Phonics to develop decoding skills and fluency transcription: spelling	5 mins, daily, increasing over the year to 10 mins, daily (beginning with Phase 1 Letters and Sounds in Autumn 1, the progressing to using the Little Wandle systematic synthetic phonics scheme)	15 mins, daily, increasing over the year to 30 mins, daily (using the Little Wandle systematic synthetic phonics scheme)	30 mins, daily (using the Little Wandle systematic synthetic phonics scheme; In Y2, children learn more about spelling patterns and rules)	(only for specific targeted intervention when appropriate)
Spelling to improve spelling skills transcription: spelling	(as part of Little Wandle phonics programme)	(as part of Little Wandle phonics programme)	(using the Little Wandle systematic synthetic phonics scheme; In Y2, children learn more about spelling patterns and rules)	10 minutes, four times a week
Dictation to develop specific transcription skills transcription	In provision and teacher-led activities, children dictate sentences to adults.	daily, within phonics lessons and daily, as a discrete session or as part of an English lesson	daily, within phonics lessons and daily, as a discrete session or as part of an English lesson	Y3,4: as part of every writing lesson Y5,6: as often as needed but at least once a week

				(includes both aurally and visually)
Handwriting to develop specific transcription skills transcription: handwriting	There is always a provision area dedicated to fine motor control (eg Fiddly Fingers, Dough Disco). Gross motor skills are developed in the outdoor area through play and exploration of movement.	daily, within phonics lessons and daily, as a discrete session or as part of an English lesson	daily, within phonics lessons and daily, as a discrete session or as part of an English lesson	Y3,4: as part of every writing lesson Y5,6: as often as needed but at least once a week
Grammar Recaps to consolidate previous grammar learning grammar			occasionally when appropriate	Y3,4: as often as needed but at least twice a week Y5,6: as part of every writing lesson
Vocabulary to develop depth and breadth composition	across all subjects, teachers model being curious about words; identifying, teaching, exploring and practising new vocabulary in a variety of contexts. In addition, the explicit teaching of new vocabulary is planned in across the curriculum.	across all subjects, teachers model being curious about words; identifying, teaching, exploring and practising new vocabulary in a variety of contexts. In addition, each week there is a focus 'Word of the Week'.	across all subjects, teachers model being curious about words; identifying, teaching, exploring and practising new vocabulary in a variety of contexts; Word Walls are used as a visual reminder for children	

Appendix: The writing process

Teachers should often follow the process explained below. There may be reasons to adapt this sequence to spend longer on certain aspects, or miss them out. The ideas listed are guidance not set expectations or exhaustive lists and teachers should use their professional judgement when considering the best approach.

	Teacher	Pupils	Marking and feedback		
<p>Read and respond ↓ What am I writing? Who is it for? Why am I writing it? (eg Y1 RLO13; Y4 RLO9; Y6 RLO13)</p>	<ul style="list-style-type: none"> • Provide a hook for learning. • Reading a model text, looking at linked visuals. • Establish clear purpose and audience. • Choose quality, challenging texts. • Model reading strategies (ie retrieval, searchlights, inference and deduction, writer's use of language). • Begin to gather ideas for writing. 	<ul style="list-style-type: none"> • Read aloud. • Answer focussed retrieval / inference / writer's choice of language questions. • Ask questions. • Make connections. • Drama for hooks, sequence and overview of text. • Learn and use vocabulary. 	<ul style="list-style-type: none"> • Light marking (eg ticking/highlighting) of LOs. • Self-marking based on class discussions. • Keep on top of basic skills throughout. 	<p>lots of talk: articulating ideas, questions, drama (eg roleplay, hot-seating), orally rehearsing before writing, reading back through</p>	<p>lots of reading: class novel, reading lessons, topic sessions, library sessions</p>
<p>Analyse ↓ Why is this a good example? (eg Y2 RLO29; Y3 RLO30/32; Y5 RLO38)</p>	<ul style="list-style-type: none"> • Identify key features of organisation, language (including grammar and punctuation) and vocabulary. • Prioritise which features of text children need to learn – word-level, sentence-level, text-level. 	<ul style="list-style-type: none"> • Highlight key language and organisational features. • Decide which version of a text is the best and why (WAGOLLS and WABOLLS). • Story map. • Chunk/box-up the text to understand the content. • Evaluate. • Re-read. • Use speaking and listening to support in-depth understanding of outcomes (eg character hot-seating) and features (eg vocabulary, grammar). 	<ul style="list-style-type: none"> • Light marking of LOs. • Self-mark based on class discussions. • Keep on top of basic skills throughout. 		
<p>Practise ↓ How can I use those skills? (eg Y1 WLO19/20/21; Y4 WL26/27/28; Y5 WLO16)</p>	<ul style="list-style-type: none"> • Model writing using identified skills over more than one lesson <ul style="list-style-type: none"> ○ define ○ give examples and non-examples ○ identify in context ○ practise in sentences ○ apply it in a paragraph 	<ul style="list-style-type: none"> • Practise sentence level skills, using the context that they're going to write about (ie if they're writing about Vikings, keep the practice about Vikings, not other topics) but not so similar they can just copy when writing later. 	<ul style="list-style-type: none"> • When not in sentences, such as identifying language, light mark. • Carefully check children's success at using the identified skills when writing in sentences. • Keep on top of basic skills throughout. 		

<p>Plan ↓ What will I write about? (eg Y2 WLO12; Y4 WL10; Y6 WLO12/13)</p>	<ul style="list-style-type: none"> • Give writing a purpose and audience. • Provide support for children to structure ideas coherently. • Get the balance of creativity and scaffolding. • Ask questions that structure their ideas. 	<ul style="list-style-type: none"> • Use story maps and other graphic organisers. • Research (eg characters, settings, the focus of their text). • Answer questions to structure ideas. • Create word banks (magpie from the model text, share ideas, use other linked texts) or give them to children. • Draw and label (eg characters, settings). 	<ul style="list-style-type: none"> • Read children's plans to make sure they make sense. Then, light mark. • Possibly ask children to improve word choices – could be just a highlighted word or two. • Keep on top of basic skills. 	<p>lots of talk: articulating ideas, questions, drama (eg roleplay, hot-seating), orally rehearsing before writing, reading back through</p>	<p>lots of reading: class novel, reading lessons, topic sessions, library sessions</p>
<p>Write ↓ Can I write a good one? (Y2 WLO10/13; Y4 WL7/8; Y6 WLO11)</p>	<ul style="list-style-type: none"> • Model writing matching plan and success criteria and including taught vocab. 	<ul style="list-style-type: none"> • Contribute to shared, group, or paired writing. • Develop a piece of writing over time. • Refer to success criteria. • Reflect on what's going well and what needs to improve. 	<ul style="list-style-type: none"> • If this work is assessed, don't mark yet – they need to edit first. Look at a target group of children to see what errors they're making or skills they're not showing and use this to plan your modelling for the next lesson. • Give whole-class feedback. • If writing is not to be assessed, success criteria can be highlighted either within the piece or on a checklist, or both (this works best). • Avoid future requests ("Next time, use more conjunctions."), general observations ("You've missed some capitals.") or questions ("Could you use more adjectives?"). Use imperatives instead ("Add two more adjectives." or "Find your missing CLs.") 		
<p>Review, edit, improve ↓ What would make my writing better? (Y1 WLO16; Y3 WL15/16/17; Y5 WLO22/23)</p>	<ul style="list-style-type: none"> • Demonstrate how to reflect on successes and areas to improve. • Re-focus children on success criteria. • Focus on improving one aspect of their work at a time: basic skills and success criteria: 'ping pong' editing. 	<ul style="list-style-type: none"> • Reflect on what's going well and what needs to improve. • Work in teams, pairs or individually. • Edit a shared piece that includes errors from a target group of pupils. • Use ARMS (Add, Remove, Move and Substitute) and non-negotiables (basic skills: FS, CL, spelling etc). • Correct errors. • Improve writing, referring to success criteria. 	<ul style="list-style-type: none"> • Light marking. • If assessing, use a checklist of skills to include (could be self-selected by children to keep writing assessable) and highlight it. • Keep on top of basic skills. 		
<p>Publish Can I present my text well?</p>	<ul style="list-style-type: none"> • Recap purpose. • Model what a well-presented final version of the text might look like. 	<ul style="list-style-type: none"> • Write a final version. • Present work appropriately, perhaps with pictures or diagrams. • Take pride in their work. 	<ul style="list-style-type: none"> • None. 		

Appendix: Grammar and punctuation progression

Grammar

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	word class noun proper noun verb (teach as the infinitive: to cry, to run) adjective conjunction (minimum: <i>and</i> plus see Y2) sentence tenses: past present	noun phrase (inc expanded) adverb conjunction (coordinating: <i>and, or, but</i> ; subordinating: <i>when, if, that, because</i>) statement, question, exclamation, command tenses: past (inc using progressive, but not labelling it) present (inc using progressive, but not labelling it) future	pronoun preposition determiners (inc articles) adverbial phrase (inc fronted adverbial) main clause phrase (noun phrase, prepositional phrase, adverbial phrase) paragraph subject (Latin link) object (Latin link) synonym antonym	consolidate prior learning: use and apply in different contexts and more independently	modal verb relative pronoun clauses: main clause subordinate clause (inc relative clause) coordinating present tenses: present simple present progressive present perfect past tenses: past simple past progressive past perfect active passive standard English	consolidate prior learning: use and apply in different contexts and more independently

Punctuation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
full stop capital letter finger spaces	question mark exclamation mark capital letter (for <i>I</i> and proper nouns)	commas (in a list) apostrophes (singular possession and contraction)	commas (fronted adverbials) inverted commas (direct speech) apostrophes (plural possession)	consolidate prior learning: use and apply in different contexts and more independently	parenthesis: brackets, dashes, commas ellipsis colon (to introduce a list) semi-colons (in a list) semi-colons (between clauses) colons (between clauses) hyphen bullet points	consolidate prior learning: use and apply in different contexts and more independently

Guidance: grammar

	definition to be used across school	additional notes
noun	A noun is a person, place or thing.	Nouns can have lots of labels. We teach four labels: 'common' or 'proper'; and two types of common nouns: 'abstract' and 'concrete'. Background: <i>They can also be referred to as countable and non-countable which affects the determiner used before the noun:</i> <ul style="list-style-type: none"> • <i>common, countable nouns: a book, two chocolates, several children, fewer cars</i> • <i>common, non-countable: less imagination, less stuff</i>
proper noun	A proper noun is the name of a specific person, place or thing.	Need capital letters for each word of the proper noun eg St Scholestown Primary School (but not 'school'); River Thames (but not 'river'). Where proper nouns have more than one word, children sometimes only capitalise the first word. This is wrong. Some proper nouns have been trademarked to be written differently and should be written in this way if used in writing eg iPad, PowerPoint (this is called 'camel case' as opposed to 'title case', 'sentence case' etc).
verb	A verb is a doing or being word. A verb tells you what is happening in a sentence.	The verb (or verb chain) is at the heart of a clause. Without a verb, we don't have a clause or sentence. Sometimes we need two or more words to express the full force of the verb. This is known as a verb chain (or 'verb phrase'). eg We will eat. In this sentence, 'will' is an auxiliary (often referred to as a helping) verb. Verbs have tense: past, present, future There are regular and irregular verbs. If a verb is regular, its past tense usually ends in -ed : barked, wanted, played, answered Verbs that don't follow that pattern are irregular: make – made; catch – caught
adjective	Adjectives add information about the noun.	Where more than one adjective is used, as part of an expanded noun phrase, they should be separated with a comma eg the large, blue chair Avoid teaching adjectives that are too niche or too context specific eg obsidian.
conjunction	Conjunctions join words, phrases or clauses.	There are two main types of conjunction: <ul style="list-style-type: none"> • co-ordinating conjunctions (eg 'and', 'but') link two words or phrases together as an equal pair • subordinating conjunctions (eg 'when', 'because') introduce a subordinate clause The acronym FANBOYS can be a useful way of remembering some of the most common coordinating conjunctions but it's important to remember that this information alone isn't enough. Children need to know why they are conjunctions before they learn this 'trick'. FANBOYS: for, and, nor, but, or, yet, so

adverb	<p>Adverbs add information about the verb.</p> <p>Background: <i>This isn't technically correct. An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (menacingly fierce), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella).</i></p>	<p>Adverbs describe how, when, where, how often, and how much a verb is done.</p> <p>Adverbs are mobile: Silently, the class left the hall. The class silently left the hall. The class left the hall silently.</p> <p>The fronted adverbial stresses to the reader how quiet the class were – they are often more impactful because they come at the start. When the adverb is embedded, it appears less significant to the reader. The adverb at the end is less significant, too, but if the writer used some punctuation, this might raise the profile of the adverbial (eg The class left the hall - silently.)</p> <p>When the embedded adverbial is long, it needs commas to help the reader to keep track of what the main chunk of meaning (the main clause) is. No comma is needed for the ender to enable 'flow'.</p> <p>As stealthily as a tiger following its prey, the thief reached the exit. The thief, as stealthily as a tiger following its prey, reached the exit. The thief reached the exit as stealthily as a tiger following its prey.</p>
pronoun	<p>A pronoun stands in for a noun.</p>	<p>Although they replace nouns, pronouns are grammatically more specialised: they are not nouns. They are a different type of word that can be used to 'stand in' for a noun.</p> <p>eg <u>Suella</u> waved to <u>Rishi</u>. <u>She</u> waved to <u>him</u>.</p>
preposition	<p>A preposition shows you the position of one thing in relation to another.</p>	<p>Words like 'with', 'at', 'in', 'over', 'above', 'against', 'between', 'near', 'on'. Usually followed by a noun, pronoun or noun phrase. Often come at the start of a phrase making a prepositional phrase:</p> <ul style="list-style-type: none"> • over the rainbow • with his friends • at the bus stop <p>Background: If a phrase starts with a preposition, its technical name is a prepositional phrase: in the garden. But the job these phrases do in a sentence can be either adjectival or adverbial. It can be adjectival, tagging on to the noun phrase to tell us more about the noun. <u>The big dog in the garden</u> was barking.</p> <p>Or, it can tell us more about what happened, answering the question 'where?', in which case it is adverbial. The big dog was <u>barking in the garden</u>.</p>
determiner	<p>A determiner shows you the noun.</p>	<p>There are many types of determiner but only four are mentioned in the National Curriculum. Without labelling each type, we expose children to a full range:</p> <ul style="list-style-type: none"> • articles ('the', 'a' or 'an') • demonstratives ('this', 'those', 'that') • possessives ('my', 'your', 'their') • quantifiers ('some', 'every', 'all') <p>Background: We don't explicitly teach the names of each type of determiner. However, 'definite article' ('the') and 'indefinite article' ('a', 'an') are quite commonly referred to.</p>

subject	The subject of a verb is the 'do-er' or 'be-er'.	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. Identifying the subject is important when distinguishing between the active and the passive (see below). <i>Background:</i> <i>The subject's normal position is:</i> <i>just before the verb in a statement eg The children ate the animals.</i> <i>just after the auxiliary verb, in a question eg Will the children eat the animals?</i>	Active voice: The order is subject, verb, object. This is because the verb is actively performing the verb. eg The soldier fired her weapon. Passive voice: The order is object, verb, (and optional: subject). eg The weapon was fired by the soldier. eg The weapon was fired.
object	The object of a verb is the thing that's being acted on.	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. eg The children ate the animals . Will the children eat the animals ?	
modal verb	A modal verb changes the possibility of another verb happening.	Used to change the meaning of other verbs. Can express meanings such as certainty, ability, or obligation. The main modal verbs are 'will', 'would', 'can', 'could', 'may', 'might', 'shall', 'should', 'must' and 'ought'.	
relative pronoun	A relative pronoun is used to introduce a relative clause.	Common examples include 'who', 'whose', 'which', 'that'. eg The girl, who had just arrived home, slouched into her chair. The dress, which was very expensive, had a hole in. Sometimes, the relative pronoun can be omitted in a relative clause. eg The man, who was old and tired, continued his trek. <i>Background:</i> <i>More technically accurate would be to say they relate to a previous noun.</i> <i>'Whom' is also a relative pronoun. Its use is not necessary to communicate effectively anymore; can be used, or not used, to appeal to your audience.</i>	
active	Active is when the subject is doing the verb.	Active voice: The order is subject, verb, object. This is because the verb is actively performing the verb. eg The soldier fired her weapon.	
passive	Passive is when the subject is being done to.	Passive voice: The order is object, verb, (and optional: subject). eg The weapon was fired by the soldier. eg The weapon was fired.	

Guidance: punctuation

<p>full stops</p>	<p>separate main clauses - 'chunks' of full meaning, so if two 'chunks' both make sense, they need a full stop eg <i>Lots of people came to my birthday party. It was fun.</i> emphasise the importance of avoiding run-on sentences ('we call these squashed sentences') eg <i>I went to the seaside on a class trip it was fun.</i> ➔ this is a run-on ('squashed') sentence – it is common but grammatically wrong ✕</p>
<p>commas</p>	<p>separate items in a list, speech and most phrases and clauses (but often not at the end) never separate two 'chunks' of full meaning, even if they are closely linked eg <i>I went to the seaside on a class trip, it was fun.</i> ➔ this is a comma splice – it is common but grammatically wrong ✕</p>
<p>apostrophes</p>	<p>apostrophes have just two roles: to show contractions and other missing letters eg <i>He's always eating fish 'n' chips, isn't he?</i> to show possession eg <i>This week's homework is all about our topic's key questions.</i> NB take care with plural owners, where there is more than one owner: eg <i>The Y5 girls' group was winning; Parents' evening went well.</i> NB take care not to confuse its and it's (it's = it is; its means something that belongs to it) eg <i>It's great that we can learn about the world and all its forces.</i> ➔ never used for plurals eg <i>I love pizza's</i> ✕</p>
<p>inverted commas</p>	<p>we teach "double" (although 'single' is also correct) within speech, children may forget to use punctuation except for at the end eg <i>"Sorry I'm late the bus broke down I had to walk!" she gasped.</i> ✕ <i>"Sorry I'm late – the bus broke down. I had to walk!" she gasped.</i> see also colon use</p>
<p>colons</p>	<p>introduce things, such as some lists, reasons and some speech eg formal writing like newspapers eg <i>There are only three ingredients: eggs, oil and water.</i> eg <i>I could only think of one thing: the enemy had been quashed.</i> eg <i>Dr Bert Plaster, an expert in heart surgery, stated: "This is a significant advancement in surgery techniques."</i></p>
<p>semi-colons</p>	<p>half way between a full stop and a comma formal separate main clauses which the writer wants to link closely eg <i>We have no budget to pay for more playground equipment; new swings are not possible.</i> separates long items in a list eg <i>I bought lots at the supermarket: a big bag of apples; several ripe bananas; and four tins of tomatoes.</i></p>
<p>brackets and dashes</p>	<p>like commas, can be used for parenthesis – to separate there must always be two brackets (unlike commas to separate) there may be one or two dashes (like commas to separate) dashes tend to be more 'chatty' eg <i>There are various species of wild cat (for example, lion, tiger and cheetah).</i> <i>Domestic cats do not vary very much in their appearance. (However, there is a vast range of different species.)</i> <i>The feathers appear to change in colour depending on the time of day – a remarkable characteristic!</i> <i>The feathers – so silky and soft - appear to change in colour depending on the time of day.</i></p>

Appendix: Non-negotiables – our ‘Must Dos’

We have identified some absolute must dos that by the end of the year we will insist on for the vast majority of children (those children with a specific SEND issue are excluded). These Must Dos are exactly that – **children must do these**. Typically, without the Must Dos, writing will be wrong.

The Must Dos are key points which we will insist on in other writing, too – cross-curricular topic writing. These would be points to address; for example:

- at the end of the topic lesson, the teacher anticipates / identifies a common Must Do and prompts children to edit and improve immediately, before marking (eg a Geography lesson on countries and capitals will involve lots of capital letters for proper nouns)
- when marking a topic book, the Must Dos must be checked and addressed (eg a step to prompt the child to correct); or
- a child must re-do the writing in a topic book if too many Must Dos are neglected

Year 1	Year 2	Year 3,4	Year 5,6
Separate words with a space Capital letter for ‘I’ Capitals for people’s names Start sentences with a capital End sentences with a full stop Spell in a phonetically plausible way	Begin to join-up Demarcate sentences with . / ? / ! Capitals for all proper nouns Avoid ‘squashed sentences’ (‘run ons’) Avoid ‘comma splices’ Spell high-frequency words Apostrophes: missing letters not for plurals	Homophones: here / hear where / were / we’re / wear there / their / they’re are / our to / too / two your / you’re its / it’s of / off of / have (<i>I shouldn’t have.</i>) which / witch Speech: inverted commas comma (or ! or ? or .) Apostrophes: regular possession not for plurals	Commas: to mark all phrases and clauses Correct and consistent tenses

Appendix: Assessing at the end of each phase

Year 1,2: Writing requirements from KS1 Teacher Assessment Framework

Working towards Year 2 expectations					
Transcription and handwriting					
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others					
spell some common exception words					
form lower-case letters in the correct direction, starting and finishing in the right place					
form lower-case letters of the correct size relative to one another in some of their writing					
use spacing between words					
Vocabulary, grammar and punctuation					
demarcate some sentences with capital letters and full stops					
Composition					
write sentences that are sequenced to form a short narrative (real or fictional)					
Working at Year 2 expectations					
Transcription and handwriting					
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others					
spell many common exception words					
use spacing between words that reflects the size of the letters					
Vocabulary, grammar and punctuation					
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required					
use present and past tense mostly correctly and consistently					
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses					
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters					
Composition					
write simple, coherent narratives about personal experiences and those of others (real or fictional)					
write about real events, recording these simply and clearly					
Exceeding Year 2 expectations					
Transcription and handwriting					
spell most common exception words					
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)					
use the diagonal and horizontal strokes needed to join some letters					
Vocabulary, grammar and punctuation					
use the punctuation taught at key stage 1 mostly correctly					
Composition					
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing					
make simple additions, revisions and proof-reading corrections to their own writing					

Appendix: Assessing at the end of each phase

Year 3,4: Based on KS2 Teacher Assessment Framework

Working towards Year 4 expectations					
Transcription and handwriting					
spell correctly some words from the Y3,4 spelling list					
write legibly					
Vocabulary, grammar and punctuation					
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction some of the time					
Composition					
write for a range of purposes					
Beginning to use paragraphs to organise ideas					
in narratives, describe settings and characters in simple terms					
in non-narrative writing, structure the writing in simple terms (eg some use of headings, sub-headings, or bullet points)					
Working at Year 4 expectations					
Transcription and handwriting					
spell correctly most words from the Y3/4 spelling list, and starting to use a dictionary (including online) to check the spelling of uncommon or more ambitious vocabulary					
write legibly, mostly joined					
Vocabulary, grammar and punctuation					
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using expanded noun phrases in description, imperative verbs in instructions)					
use verb tenses mostly consistently and correctly throughout their writing					
use the range of punctuation taught in Y3,4 mostly correctly (eg commas for lists and openers, inverted commas, apostrophes for possession)					
Composition					
write for a range of purposes and audiences, selecting language that shows awareness of the reader (eg the use of the first person in a diary; direct address in instructions and persuasive writing)					
in narratives, describe settings and characters					
use dialogue in narratives					
use some devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns) within and across paragraphs					
Exceeding Year 4 expectations					
Vocabulary, grammar and punctuation					
use the range of punctuation taught in Y3,4 correctly and effectively (eg commas for lists and openers, inverted commas, apostrophes for possession)					
Composition					
write more effectively for a range of purposes and audiences, beginning to show elements of their own style / voice (drawn upon from what they read)					
begin to distinguish between the language of speech and writing					
exercise control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this					

Appendix: Assessing at the end of each phase

Year 5,6: Writing requirements from KS2 Teacher Assessment Framework

Working towards Year 6 expectations					
Transcription and handwriting					
spell correctly most words from the Y3,4 spelling list, and some words from the Y5,6 spelling list					
write legibly					
Vocabulary, grammar and punctuation					
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly					
Composition					
write for a range of purposes					
use paragraphs to organise ideas					
in narratives, describe settings and characters					
in non-narrative writing, use simple devices to structure the writing and support the reader (eg headings, sub-headings, bullet points)					
Working at Year 6 expectations					
Transcription and handwriting					
spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
maintain legibility in joined handwriting when writing at speed					
Vocabulary, grammar and punctuation					
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)					
use verb tenses consistently and correctly throughout their writing					
use the range of punctuation taught at KS2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech)					
Composition					
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of the first person in a diary; direct address in instructions and persuasive writing)					
in narratives, describe settings, characters and atmosphere					
integrate dialogue in narratives to convey character and advance the action					
use a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
Exceeding Year 6 expectations					
Vocabulary, grammar and punctuation					
use the range of punctuation taught at KS2 correctly (eg semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity					
Composition					
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 (eg 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					

Appendix: Examples of effective phrases and clauses

To help children learn to vary their writing, we teach a bank of phrases and clauses (illustrated by the examples below). The phrases and clauses are mobile:

- they can front a sentence (including, importantly fronted adverbials) – teach children to use a comma to help the reader
- they can be embedded (including, importantly relative clauses) – teach children to use commas to help the reader
- they can end a sentence – often, a comma isn't needed to help the reader; it can also appear 'clunky' and may lead to more 'squashed sentences' using comma splices

Emphasise the correct grammatical terminology for these (eg fronted adverbials, subordinate clauses, parenthesis etc). It's useful to give children a base sentence and ask them to add in phrases or clauses (or both).

Lots of 'writing voice' is important ie we should speak and model these sentences (showing punctuation in our talk) so children become familiar.

How? When? Where?

adverbs / adverbial phrases: how	
<p>Silently, the class left the hall. The class silently left the hall. The class left the hall silently.</p> <p>As stealthily as a tiger following its prey, the thief reached the exit. The thief, as stealthily as a tiger following its prey, reached the exit. The thief reached the exit as stealthily as a tiger following its prey.</p> <p>With arms outstretched, Aleena ran towards her family. Aleena ran towards her family with arms outstretched. Aleena, with arms outstretched, ran towards her family.</p>	<p>Fronted adverbials stress to the reader how quiet the class were – they are often more impactful because they come at the start. When the adverb is embedded, it appears less significant to the reader. The adverb at the end is less significant, too, but if the writer used some punctuation, this might raise the profile of the adverbial (eg The class left the hall - silently.)</p> <p>When the embedded adverbial is long, it needs commas to help the reader to keep track of what the main chunk of meaning (the main clause) is. No comma is needed for the ender to enable 'flow'.</p> <p>Note the simile being used: Stealthily, the thief reached the exit. / As stealthily as a tiger following its prey, the thief reached the exit.</p>
adverbs / adverbial phrases: when	
<p>Now, slice the onion. Slice the onion now.</p> <p>Next, the class left the hall. The class left the hall next.</p> <p>In the morning, the class left the hall. The class left the hall in the morning.</p> <p>Before lunch, we played happily. We played happily before lunch.</p>	<p>Three of the examples use a preposition (next, in, before) and can therefore be labelled as both adverb/adverbial phrases and preposition/prepositional phrases. The main term for children to understand is that they give information about the verb and are therefore adverbs/adverbial phrases.</p> <p>Multiple adverbs/adverbial phrases can be used in one sentence eg: Finely, slice the onion now. Next, the class left the hall silently. In the morning, the class left the hall in recklessly. Before lunch, we played happily.</p>
adverbs / adverbial phrases: where	
<p>Under the chair, the lazy cat slept. The lazy cat under the chair slept. The lazy cat slept under the chair.</p> <p>Behind the door, the thief lurked patiently. The thief lurked behind the door patiently. The thief behind the door lurked patiently. The thief lurked patiently behind the door.</p>	<p>Two of the examples use a preposition (next, in, before) to give information about the verb and are therefore adverbial phrases.</p> <p>In two examples (<i>The lazy cat under the chair slept</i> and <i>The thief behind the door lurked patiently</i>) 'under the chair' and 'behind the door' give information about the noun – they're used adjectivally as part of an expanded noun phrase. For children at primary level, this level of precision is not necessary.</p>

Specific examples

connectives (and the 'chunk' that follows the connective)	
<p>In spite of our growing fear, we persevered through the forest. We persevered through the forest in spite of our growing fear.</p> <p>Furthermore, school uniforms can create a sense of pride in the school. School uniforms are, therefore, a good thing.</p>	<p>From the outset, starters should be taught to need commas. When a starter is 'flipped' and becomes an ender, it often doesn't need a comma as it 'flows' more.</p> <p>Middlers need two commas. One word connectives don't often work as enders.</p>
verbs '...ing' (subordinate clauses) – these are adverbials as well	
<p>Panting, the boy reached the finishing line. The boy, panting, reached the finishing line. The boy reached the finishing line, panting.</p> <p>Having considered both points of view, I strongly believe that uniforms should be maintained. I strongly believe, having considered both points of view, that uniforms should be maintained. I strongly believe that uniforms should be maintained, having considered both points of view.</p> <p>"I'm so glad you're home!" exclaimed his mother, reaching out to hug him. Reaching towards the dagger, the stranger shouted, "Not yet you don't!"</p>	<p>Starters like this one stress how tired (as he was panting) the boy was feeling.</p> <p>If you insisted on this as an ender, a comma would be useful for clarity.</p> <ol style="list-style-type: none"> 1. When teaching speech, this should be taught to those who have grasped the essentials. 2. Teach this next if children can cope with the above.
who / which / when / that / whose / where (relative clauses)	
<p>Bert, who was panting heavily, raced towards the finishing line. Bert raced towards the finishing line which appeared a long way off. Bert was racing towards the finishing line when he realised others were catching up.</p>	<p>You might choose to omit the relative pronoun: Bert, painting heavily, raced towards the...</p>
additional examples	
<p>Whether you want to paint like Picasso or draw like Da Vinci, Art Start has got the lot!</p> <p>From the thrilling rides to the peaceful lake area, Weyton Theme Park has got the lot.</p> <p>It is obvious that uniforms should be banned. / It's guaranteed that you'll have hours of fun. / It is thought that the police will continue to investigate the crime. / It's definite that Dent-u-cream will clean deeper!</p> <p>If we ban uniform then children can have more freedom.</p>	<p>'Whether...or...' add-ins can be really effective and should be taught in Y4, 5, 6.</p> <p>'From...to...' add-ins are especially useful in promotional texts and should be taught in Y4, 5, 6..</p> <p>'It...that...' sentences have not actually got an opener, but are a good way to start some sentences (and use the passive voice).</p> <p>'If...then...' sentences will 'teach' conditional tense and should be taught in Y4, 5, 6 (especially for persuasion and promotion texts). 'Then' is not always needed, but a comma is useful instead.</p>

Appendix: Vocabulary

We want children to use vocabulary which is **appropriate** (for text-type, purpose, audience) and **ambitious** (a word not usually used by a child working at a particular level ie **'delicious' might be impressive in Y2, but less so for someone working in Y6**).

General examples

Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11
<p>Conjunctions like 'because' and 'so'</p> <p>Prepositions eg 'First...' 'Next...'</p> <p>Words like 'exciting' 'interesting' 'afraid' 'lonely'</p>	<p>Conjunctions/ connectives / openers</p> <p>Adjectives like 'beautiful' 'awful' 'enormous' 'worst' 'fierce'</p> <p>Words like 'adventure' 'accident' 'magic'</p>	<p>A wider range of conjunctions/ connectives / openers</p> <p>Adjectives like 'gigantic' 'weird' 'freezing'</p> <p>Adverbs like 'quietly' 'silently' 'bravely'</p> <p>Abstract nouns like 'happiness' 'joy' 'sadness' 'fear'</p> <p>Nouns like 'transport' 'shelter' 'vehicle' 'companion'</p>	<p>Increasingly sophisticated conjunctions, connectives and openers</p> <p>Adjectives like 'thunderous' 'fearful' 'marvellous' 'attractive'</p> <p>Adverbs like 'generously' 'nervously' 'worriedly' 'patiently'</p> <p>Abstract nouns like 'feelings' 'courage' 'experience' 'patience'</p> <p>Nouns like 'peak' 'wasteland' 'robe' 'container'</p>	<p>Wide range of sophisticated connectives / openers</p> <p>Adjectives and adverbs like 'sensitive(ly)' 'timid(ly)' 'aggressive(ly)'</p> <p>Adjectives like 'unfortunate' 'doubtful' 'murderous' 'echoing'</p> <p>Abstract nouns like 'emotion' 'anxiety' 'longing' 'progress'</p> <p>Nouns like 'system' 'communication' 'ingredient' 'vibration'</p> <p>Verbs like 'prefer' 'demonstrate' 'enjoy' 'leap'</p>	<p>Wide range of sophisticated connectives / openers</p> <p>Adjectives and adverbs like 'outstanding(ly)' 'tender(ly)' 'stealthy(ily)'</p> <p>Adjectives like 'formidable' 'outspoken' 'stern' 'pathetic'</p> <p>Abstract nouns like 'premonition' 'yearning' 'speculation'</p> <p>Nouns like 'silhouette' 'vision' 'apparition' 'paraphernalia'</p> <p>Verbs like 'dwell' 'dine' 'adore' 'create'</p>

This table does not present a prescribed list for each year group – children should be encouraged to use words orally and in written form that go beyond their current 'bank' of words and this will mean going beyond the 'rough guide' ages labelled. Children will also become familiar with the words in their phase's spelling word bank.

Impressive vocabulary is best promoted through a balance of:

<p>on-going teaching (implicit learning) eg modelled writing, guided reading, class novel, marking and feedback, teacher as role model using it in speech etc Word walls in classrooms are used to provide a visual memory aid of good vocabulary for children</p>	<p>dedicated vocabulary learning (explicit learning) eg the specific teaching of vocabulary useful for the current writing outcomes, in reading lessons, the teaching of subject specific (Tier 2 / 3) vocabulary in other lessons</p>
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Vocabulary should also be considered in terms of how useful it is – tier 2 being most useful to teach.

Tier 1 – everyday words

Tier 2 – ambitious words eg encounter, glimpse

Tier 3 – ambitious words that are context / domain specific eg habitat, muzzle

Tier 4 – words that are so uncommon / ambitious that primary pupils don't need to know

eg triangulate, soporific

Appendix: Connectives

A connective is a word or phrase that links clauses or sentences. Connectives can be **conjunctions** and **add-ins** (often openers, at the start of sentences).

Conjunctions

Conjunctions are strong like glue; they join sentences to make compound sentences eg

*I went to the park **because** the sun was shining.*

*It was raining **but** it wasn't cold.*

*We won't go out **if** the weather's bad.*

There are different kinds of conjunction; two key types are:

co-ordinating conjunctions (eg *and*, *but*, *or* and *so*); these join (and are placed between) two clauses of equal weight eg

*Do you want to go now **or** shall we wait a bit longer?*

subordinating conjunctions (eg *when*, *while*, *before*, *after*, *since*, *until*, *if*, *because*, *although*, *that*); these go at the start of a subordinate ('less important') clause eg

*We were hungry **because** we hadn't eaten all day.*

*We were still hungry **although** we'd had plenty to eat.*

*We were hungry **when** we got home.*

↑ Compound sentences using conjunctions like these should be secure by Y3.

Sentences can often be 'flipped' (use this as standard phrase) so the connective starts as an **opener** (a comma is usually added) eg

***Because** we hadn't eaten all day, we were hungry.*

***Although** we'd had plenty to eat, we were still hungry.*

***When** we got home, we were hungry.*

In the list below, the conjunctions which can be connective openers are in bold:

time	adding	problem	reason + result
as when	and or	but although / even though if	because as so / so that

Connective add-ins

Links aren't as strong because, unlike conjunctions, they don't join up sentences like glue. Acting as links **between sentences or paragraphs**, they maintain cohesion of a text. When teaching these, **commas** to separate should be taught at the same time. There are many more than shown in this table.

time	adding (see also some time links)	problem (or 'opposing')	reason + result	explaining
Firstly, / First of all, / Secondly, Next, After that, Finally, Meanwhile, Then, / Just then, Suddenly, Later,	Also, In addition, / Additionally, Furthermore, Moreover, As well as this, Besides, Another point is ... Not only that, To make matters worse,	However*, In spite of this, On the other hand, Yet, Nevertheless, Contrary to this, In contrast, Despite this, Despite followed by thing: Despite the fact that..., Despite <i>feeling tired</i> ,	As a result, Consequently, As a consequence, Therefore, Due to this, Because of this, This results in... The reason for this is... Given that...,	For example, In other words, That is to say, By this, I mean... The explanation for this is... Some might say that...

*'However' is often seen mid-sentence (sometimes correctly eg *It won't work however hard we try*; sometimes incorrectly (although debate continues on this point) eg *It rained all day however we still had fun*); we have decided to teach as a connective add-in only ie not as a conjunction.

Appendix: Paragraphs

Paragraphs are used to group writing that is about the same subject. As we plan and organise our thoughts and ideas, we begin to be able to use paragraphs. Therefore, writers should start a new paragraph for a new subject. We begin to teach this in Y2 and Y3, although younger children may also be aware and use paragraphs or sections. New subjects include:

- new time
- new place
- new subject / idea
- new point of view
- new person
- new speaker – this means that for every new speaker, there should be a new paragraph

A new paragraph can be shown in two ways:

- a new line and a 'nudge in', which is the traditional way (and often best when writing dialogue to avoid wasting space)
- by missing out a line, which is commonly used in electronic forms and for non-narrative

Because the second way is easier and more visual, it will be taught in Y3 / Y4 – whenever paragraphs are explicitly taught. In Y5 and Y6, the distinction will be taught. An exception to missing a line is made for dialogue, where instead we teach 'new speaker, new line'. (This is not strictly accurate, but easier to learn and apply.)

Model paragraph – the 4X approach

The 4X way to write a paragraph is useful as a structure. It acts as a model paragraph structure to refer to during modelled, shared and guided writing sessions as it provides a step-by-step process that will benefit many learners, especially weaker writers.

The most incredible feature of this creature I have discovered is its appearance. I know of no other bird with such brightly coloured feathers and beak. The feathers are almost fluorescent in colour, and range from yellow to a vivid pink. Moreover, the feathers appear to change in colour depending on the time of day – a remarkable characteristic!

eXplain

The most incredible feature of this creature I have discovered is its appearance. The sentence doesn't really 'say' much but just explains briefly what we're about to read.

eXpand

I know of no other bird with such brightly coloured feathers and beak. The sentence(s) expands by explaining and / or describing what is being said.

eXamples

The feathers are almost fluorescent in colour, and range from yellow to a vivid pink. This sentence expands by giving examples. NB More than three examples can become boring to read!

eXtra information or comments

Moreover, the feathers appear to change in colour depending on the time of day – a remarkable characteristic! This sentence expands with some extra detail or some personal comment (or both in this case).

The XXX paragraphs often work best in the order described above, but various combinations work. More able writers should be encouraged to write more than one sentence for the XXX points.

Appendix: Text types


We have identified eleven key text types which may be taught, though some of these are more appropriate for older children. The National Curriculum states:

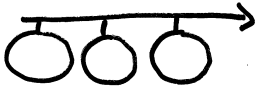
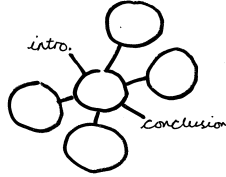
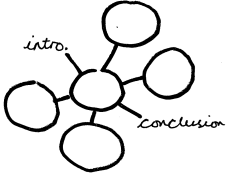
'The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.'

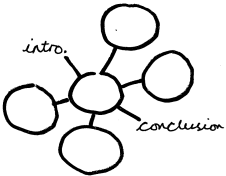
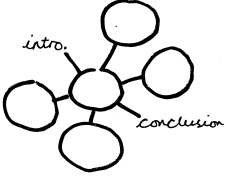
Through our long term plan, we ensure a good balance of text types are taught across the year. Some have apparently subtle differences eg persuasion / promotion.

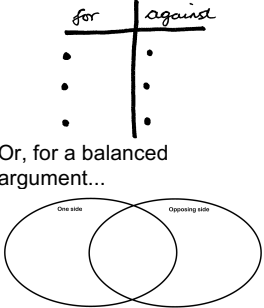
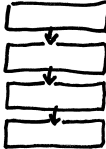
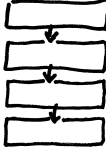
However, there is so much variation in style that we treat the text types separately.

Greater depth standard: Writers might begin to combine the text types, such as a set of instructions that are promotional, or a report that is persuasive.

Type	Purpose	Examples / Source (consider audience)	Features (not all essential, but useful features; there are always exceptions!)	Planning / Organisation												
Narrative (story)	<i>To interest and entertain by telling stories.</i> <i>to describe, to narrate</i>	Many different genres of story, eg: science-fiction, mystery, ghost, fantasy, fairy story	past tense (some fiction for adults is written in present tense) can often feature the dilemma as a quest (in search of something) variety of all connectives, but mainly time connectives use DAD – Description (of setting and characters), Action, Dialogue; teaching and writing should focus on one during each part of OBDER for balance avoid 'it was all a dream' or 'we went home for tea' ending Links to a story mountain can be made. For planning, it's helpful to start with the dilemma. layer up these expectations For younger children , ODR. For older children , explore 'ROBDER' where the story starts at the resolution (not fully described – don't give it all away!) with flashback	<p>Opening Build-up Dilemma Events Resolution</p> 												
Script	<i>To show actors what to say and what to do.</i> <i>to narrate</i>	Scripts might feature an additional purpose / text type, eg: where someone persuades another, an interview where information is given	present tense can have the features of another text type eg discussion with parents about staying up late should incorporate features of a discussion text	A script should take the form of one of the other planning structures.												
Poetry	<i>To interest and entertain the audience; to 'paint' word pictures.</i> <i>to describe, to narrate</i>	Many different genres of poem, eg: nursery rhyme, acrostic, kenning, limerick, cinquain	When reading or writing poems, focus on such features as: <table border="0" style="width: 100%;"> <tr> <td>subject and content</td> <td>alliteration</td> <td>rhythm</td> </tr> <tr> <td>rhyme and rhyming patterns</td> <td>repetition</td> <td>figurative language</td> </tr> <tr> <td>mood</td> <td>verses and / or poem's shape</td> <td><i>similes, metaphors and personification</i></td> </tr> <tr> <td>choice of words</td> <td>syllables</td> <td></td> </tr> </table>	subject and content	alliteration	rhythm	rhyme and rhyming patterns	repetition	figurative language	mood	verses and / or poem's shape	<i>similes, metaphors and personification</i>	choice of words	syllables		N/A
subject and content	alliteration	rhythm														
rhyme and rhyming patterns	repetition	figurative language														
mood	verses and / or poem's shape	<i>similes, metaphors and personification</i>														
choice of words	syllables															

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recount</p>	<p><i>To re-tell events and describe what's happened.</i></p> <p><i>to narrate</i></p>	<p>email /letters / postcards, blog, travel blog/review, biography, auto biography, interview (possibly a script), witness statement, diary entry, a type of review (see also report and persuasion)</p>	<p>past tense (conclusion may end with speculation in future tense) 'time' connectives lots of feelings, description and detail (eg ideal to talk contrast feelings from start to end) often colloquial (chatty) language end with reference to comments earlier in recount or to comments about future hopes / expectations</p> <p>For younger children, where possible, this should always link to a real-life experience (eg a school trip). For older children, some recounts might be best written like a report, with different paragraphs about actions, feelings and plans for example, or with the big event as the first paragraph.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Review</p>	<p><i>To present an opinion.</i></p> <p><i>to inform</i></p>	<p>book film holiday music food theatre gig museum day out products online (eg Amazon)</p>	<p>Summary of facts: what, where, when etc Personal opinion -1st person Subject specific words/phrases Recommendations (conditional tense) – 2nd, 3rd Summary of opinion</p> <p><i>This is a good opportunity for a shorter piece of quality writing.</i></p> <p>For younger children, this could be simple sentences about something eg a piece of art. For older children, the review could have some features of another text type eg a review could also contain that some bias that makes it promotional.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Report</p>	<p><i>To give information / describe the way things are.</i></p> <p><i>to inform</i></p>	<p>website, information book, leaflet, letter / email, report with opinion = a type of review (see also recount and persuasion)</p>	<p>present tense unless writing a historic report (conclusion may end with speculation in future tense) 'adding' connectives sub-headings bullet points technical words and phrases more formal passive voice eg <i>Many elephants are killed because...</i> third person (conclusion may become more 'personal' in first person) reports are factual, but you could add questions or personal comments</p> <p>For younger children, this could be simple sentences eg writing about what you can see in a piece of art.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notes and Summaries</p>	<p><i>To highlight key information/messages.</i></p>	<p>research start of review author blurb conclusions home page of a website product descriptions advert during an event/film/lecture job application an argument a tweet a text message</p>	<p>Notes highlight key words – no articles bullet points sub-headings symbols lists abbreviations jottings no audience highlighting</p> <p>Summaries key message full sentences succinct technical words and phrases</p> <p>Short Use your own words Main points only</p>	

<p style="text-align: center;">Promotion</p>	<p><i>To persuade / sell / promote a product.</i></p> <p>Could be seen as 'a report that is biased and wants to sell'.</p> <p><i>to persuade</i></p>	<p>leaflet (museums, attractions), radio advertisement (writing the content), magazine / newspaper advertisement (but text is limited), poster internet (it's worth alerting children to how some websites are funded)</p>	<p>present (and possibly future tense) tense 'adding' connectives sub-headings bullet points alliteration repetition for emphasis direct questions to the audience eg <i>What are your plans this weekend? Why not visit...</i> direct 'instructions' eg <i>Don't forget to visit the gift shop before you leave.</i> capitalisation slogans and rhymes often last paragraph is gift shop / café / key information (how much, where, when...)</p> <p>Consider using TEARS for some main features (but don't over-teach them because these are non-transferable skills): tempting benefits, exaggeration, appealing adjectives, rhetorical questions, snappy slogans</p>	
<p style="text-align: center;">Persuasion</p>	<p><i>To persuade the audience to do something.</i></p> <p>Could be seen as 'a report that is biased and wants to change an opinion or practice'.</p> <p><i>to persuade</i></p>	<p>email, letter, speech (not written as a script), poster <i>a type of review (see also report and recount)</i></p>	<p>present tense (and possibly future / conditional tense ie <i>If...then...</i> sentences) 'adding' connectives sub-headings bullet points exaggerated eg <i>Everyone knows that... It's obvious to anyone that...</i> predict and dismiss counter-arguments <i>it...that...</i> sentences third person starters eg <i>Some people think that... Health experts point out that...</i> direct (rhetorical) questions / instructions to audience eg <i>Don't forget... Never under-estimate... What about...</i> often conclusion repeats and stresses viewpoint</p> <p>For older children, develop effective arguments by pre-empting (ie considering both sides, like a discussion text, then cancelling one side or point of view).</p> <p>Consider using READER for some main features (but don't over-teach them because these are non-transferable skills): reason and result connectives, emotive lang, adding connectives, direct instruction, exaggeration, rhetorical q</p>	
<p style="text-align: center;">Journalistic writing</p>	<p><i>To tell the news.</i></p> <p><i>to narrate, to inform</i></p>	<p>website article, newspaper article, radio article</p>	<p>past tense (conclusion may end with speculation in future tense) headline; sub-headings Main News: should usually answer what, who, when, where Background: should usually give more detail on the above and answer why / how Quotes: often use colons, not commas (teach this only to more able children) and feature 'middlers' eg <i>Mrs Taylor, the school's expert on health, stated: "We're really pleased to support packed lunches."</i> Future: reports often end by speculating (use 'It...that...' eg 'It is believed that the school will...')</p>	<p><i>Main Background Quotes Future</i></p>

<p style="text-align: center;">Discussion</p>	<p><i>To think about different sides of an argument, and possibly reach a decision (ie conclusion).</i></p> <p><i>to inform</i></p>	<p>letter, speech (ie in front of a class, not as a script or dialogue),</p>	<p>present tense (and possibly future / conditional tense) 'argument' connectives</p> <p>most features of reports or persuasion can and should be included</p>	
<p style="text-align: center;">Instructions</p>	<p><i>To tell the reader how to do something.</i></p> <p><i>to inform, to narrate</i></p>	<p>any 'How to...' text, eg: craft book, recipe directions holiday reviews build</p>	<p>present tense 'time' connectives imperative – 'bossy' verbs (avoid 'you' in writing, although in spoken language 'you' is used) step-by-step order (numbered or time connectives) list of equipment top tips include an introduction (persuasive / report-like) and conclusion</p> <p>For older children, the instructions could have some features of a promotional text eg a recipe often contains an introductory paragraph that intends to sell the product.</p>	
<p style="text-align: center;">Explanation</p>	<p><i>To explain step by step how or why something happens.</i></p> <p><i>to inform</i></p>	<p>often embedded into a diagram, eg: website, information book</p>	<p>present or past tense 'time' and 'adding' connectives</p>	

Appendix: Text level, sentence level, word level learning

The teaching of writing will focus on:

- **text level:** focus on a particular purpose, audience and outcome (using examples and making the style, audience and typical features of the text clear)
- **sentence level:** focus on grammar, sentence structure or punctuation, where possible taught using an engaging stimulus, such as texts, pictures, videos, current affairs, topics
- **word level:** focus on learning new vocabulary and spelling (using our three main spelling rules and phase word lists)
- reading skills

In a typical writing unit of learning, the shift of Learning Objectives gradually moves from reading (and building up awareness of specific features of the text, plus purpose, organisation and audience) to writing (and applying this awareness and practising these features. At times, to allow teachers to focus on a specific aspect of writing (set out in our age related expectations), teachers may focus on a specific skill for a series of lessons – a learning objective over time (or, LOOT). This will typically involve the teaching of content, practising of the skills and the application of the skills through a short piece of writing.

As a guideline, the balance of writing learning should be as follows:

	sentence level and word level May be taught distinctly, but should also be contextualised within a longer piece of writing.	text level
Y2	70%	30%
Y4	60%	40%
Y6	50%	50%

These figures are very general and teachers will consider the needs of their class when choosing the most appropriate learning.

Appendix: Modelled, guided and independent writing

The following is a suggested process for teaching writing. Depending on children's needs, it may be appropriate to draw upon one or a combination of these strategies when teaching whole-class writing or if working with a small group. The aim is to demonstrate **awareness of the purpose, organisation and audience** of the text being written and to demonstrate how to **apply specific features in writing**.

Modelled writing

Modelling is the first phase of most teaching, and certainly so for the direct teaching of writing. This is where the teacher demonstrates how to write a particular text (or component of a text eg words, sentences, paragraphs) within the genre – basically, what to do and how to do it. This should be pitched at an appropriate level. Through this process of demonstration, the teacher (with the whole class observing) models new skills, discusses types of writing, extends creative ideas, verbally rehearses writing, looks at grammar and spelling conventions and considers how to organise written work.

The teacher thinks aloud while writing to explain writing choices (word choice, sentence choice, punctuation choice etc). Often, the process involves exaggerating the thought-process so it is made even more explicit to the class. The text can be prepared in advance (eg Pie Corbett's 'Models for Writing') but teachers should still 'act out' the writing process (otherwise the teaching becomes modelled / shared reading). When teachers are more confident, they should produce their own texts, as they actually work better.

While modelling, teachers may ask questions to develop children's understanding. It is also important for teachers to make mistakes to discuss and correct.

Shared writing

Shared writing is the next phase. This involves the teacher and children writing one text together. The teacher acts as a facilitator (and usually as a scribe) by taking children's contributions from paired talk, whiteboards etc. It is important that 'ordinary' answers are improved to demonstrate the need for high standards. The writing should use skills / ideas / themes modelled in previous sessions.

Guided writing

In guided writing time, specific vocabulary, grammar, punctuation and composition learning will take place in smaller groups (usually but not necessarily based on attainment eg consider gender, interests). It is a more focussed version of either or a combination of the above ie with a small group rather than whole class. It will have elements of previous shared or modelled writing in a twenty minute session.

During this time, children might have a different Learning Objective than others in order to cater for challenge or support.

Independent writing

Once children have been given the opportunity to see how to write a specific text or use particular skills, and had time to be supported in using them themselves, they must then write independently. This independent writing could be individual sentences or paragraphs, or a complete text and should focus on specific skills taught.

Editing

This writing skill must be taught specifically and should become a normal part of writing practice. The modelled-shared-guided sequence above works well to help children understand the process fully, and help editing to become automatic.

We use the acronym 'ChARMS' for teaching children to understand the two main elements of editing: proof-reading for and correcting errors; and making changes to improve writing.

Check for: **Must Dos (see Appendix I)**
 Spelling (see spelling policy for strategies)

ARMS: **Add** (words, add-ins, sentences, paragraphs)
 Remove (words, add-ins, sentences, paragraphs)
 Move (words, add-ins, sentences, paragraphs)
 Substitute (words, add-ins, sentences, paragraphs)

Appendix: Debating

Debating is an important skill for all children to learn. It is an opportunity to apply a range of oracy skills and encourages children to apply their knowledge of a particular subject. In our schools, we provide opportunities for debate across a range of curriculum areas.

When debating, these sentence starters allow children to articulate their ideas in a coherent and clear way. They encourage listening and responding appropriately and allow children to more naturally build on the views of others. Similarly, they allow children to apply the correct level of formality to a debate scenario.

This is by no means an exhaustive list. Teachers use their professional judgment to make this work for their class.

In KS1, children are given less sentence starters to reduce cognitive load. Higher up school, children begin to formulate their own sentence starters.



introducing your argument	putting forward a new / additional point	responding to an opposite viewpoint	finishing off your argument
I will begin by...	It seems to me that...	You make a good point. However, ...	To sum up...
I would like to put forward the suggestion that...	Additionally, ...	I hear what you are saying, but...	In conclusion, ...
It is my opinion that...	The evidence suggests...	Nevertheless...	All of the evidence suggests that...
There is a range of evidence to suggest...	Let me point out that...	I would counter this view because...	My overall opinion is...
There is a lot of evidence to suggest...	Furthermore, ...	On the other hand, ...	It is clear that...
	Research has shown that...	Thank you for your contribution but...	
	I would like to respond to that by...	I would like to respond to that by...	

Appendix: marking and feedback for independent writing – R2 (remember to) grids








After children have completed an independent piece of writing, they edit their work. Before they have edited, the teacher won't mark or assess this piece of learning. Instead, teachers read through a sample of the learning and identify some common misconceptions, or errors, that they can correct with the whole class before they edit their learning. Once the writing has been edited, the teacher gives written (or verbal) feedback and assesses the writing. To keep this focussed, we use R2 grids.

This appendix sets out expectations for what these R2 grids look like across school. Teachers use this template for consistency. Teachers use their professional judgement to use the R2 grids for below, or beyond, the expectations for their class where necessary. A 'step' is used to show this could have been done better. A 'star' is used to show this has been done well. Alongside this, teachers identify some errors within the writing (eg spelling mistakes, grammatical errors).

Y1 – a teacher assessment

 R2s 	teacher
sentences with one chunk of meaning	
commas in a list	
adverbs	



Y2 – by the end of Y2, children self-assess their own learning

 R2s 	me	teacher
sentences with one chunk of meaning		
commas in a list		
adverbs		

Y3,4 – children begin to find evidence within their writing for **some** R2s

 R2s 	me	teacher
sentences with one chunk of meaning		
commas in a list	underline/highlight (at least 3)	
adverbs	underline/highlight (at least 3)	

Y5,6 – children find evidence within their writing for **all** R2s

 R2s 	me	teacher
features of recount	underline/highlight (at least 3)	
expanded noun phrases	underline/highlight (at least 3)	
formal language	underline/highlight (at least 3)	

Y6 – children find evidence within their writing for **all** R2s

 R2s 	me	teacher
given success criteria	underline/highlight (at least 3)	
add own success criteria	underline/highlight (at least 3)	
add own success criteria	underline/highlight (at least 3)	