

Writing

Writing at Nevill Road Junior School

Our Values

Statement

Subject Intent

At Nevill Road Junior school our aim is to develop creative and effective writers that can independently write across different text types. Our curriculum is designed to enthuse, inspire and motivate our pupils to write. High-quality texts stand at the core of our English planning, as we strive to intrinsically integrate the teaching of reading and writing. We create a culture where children take pride in their writing and endeavour to write clearly and accurately, whilst selecting and adapting their language and style to suit the context, audience and purpose. Using Nevill Road Junior school we place a high priority on oracy and vocabulary which enables language structures and techniques to be embedded in the long-term memory so that the children can later apply these structures to their independent writing. We strive for our learning environments to be supportive and calm. By the end of Key Stage 2, we aim for all children to be able to speak and write fluently so that they can communicate their ideas effectively with an awareness of the purpose and audience.

Writing: At Nevill Road Junior School we encourage children to use their imagination, be creative and have a love for writing. We value writing as a key life skill, and are dedicated to enabling our pupils to become lifelong writers. Children are encouraged to write across a wide range of genres including fiction, non-fiction and poetry as well as in all subject areas.

Subject Implementation

Writing at Nevill Road is taught through a progressive writing cycle 'The Nevill Road Way to Writing'. We use a clear structure that helps pupils to develop their writing skills and knowledge across a range of genres including fiction, non-fiction and poetry. It builds on previous learning from previous lessons and year groups. Our writing cycle uses a variety of 'hooks' to engage and excite children with drama (DEAL) and quality texts as an integral part of this process. DEAL strategies (drama, engagement in active learning) are used in a variety of subject areas to encourage children to develop their speaking and listening skills as well as creativity and imagination. Children are encouraged to experience and talk about their learning, which enables them to develop their confidence in using key skills and writing for a reason, purpose and audience. Children are encouraged to recite poetry as well as participate in class assemblies and drama lessons during the week. SPAG and handwriting skills are also linked to the writing cycle in order for children to understand that this is all part of the writing process. SPAG can be taught discreetly to ensure all objectives from the National Curriculum have been covered. Each year group have a set of Bear Necessities (non negotiables) that are expected to be seen in all pieces of writing across the whole curriculum linked to SPAG and handwriting. All children pledge a handwriting promise at the beginning of the year to ensure high expectations in presentation across all subject areas. Children are presented with handwriting pens when they have achieved a set of criteria or show that they have made significant progress in their presentation. Children who show good progress with writing over a period of time are chosen and rewarded with a certificate each half term. New vocabulary will be introduced to pupils throughout the writing process and will be referred to on each classes' working walls and planning. This will be added to throughout the writing process. Vocabulary mats will be available to pupils to support them in class. Writing is assessed at the end of each unit and moderated termly with the team. Pupils have the opportunity to reflect on their learning throughout the writing process and this can be seen through proofreading, editing and reflections in books.

Writing

Handwriting is taught discreetly using the Letterjoin progression document and scheme of work. Handwriting sessions are short and regular to ensure fluency is developed. Handwriting is always correctly modelled, in all subjects. Based on assessments, attention is drawn to current and past learning from the discreet lessons as the teacher models writing in other subjects. Handwriting books are used across all subjects to reinforce correct handwriting across all subjects. Resources are available and adjustments are made to ensure all children are successful.

Spelling is taught discreetly. In KS2, we use the Nelson No Nonsense spelling programme. In other subjects, spelling is modelled by the teacher using the strategies learnt and links are made to current and prior learning. Scaffolds and prompts from spelling lessons are always accessible for the children to use when writing.

Impact

Assessment is ongoing through each lesson to ensure it drives the teaching and learning. Feedback given is timely and children are given time to edit and improve their writing. At the end of each writing unit, assessments are completed against the school's assessment grids, which enable teachers to assess the children against the expected standard and also highlights the objectives the children have achieved or need to improve on further.

To ensure consistency in judgements, we complete in-school moderation of writing, as well as external moderation with schools in our cluster and also with One Education.

Writing is closely monitored by the subject leader and the head teacher, and termly pupil progress meetings monitor and support the progress of each child.

Termly data is inputted onto SIMS and our school trackers to allow for internal data across the year groups to be monitored by the senior leadership team and the governors.

Writing

NOT SO SIMPLE VIEW OF WRITING

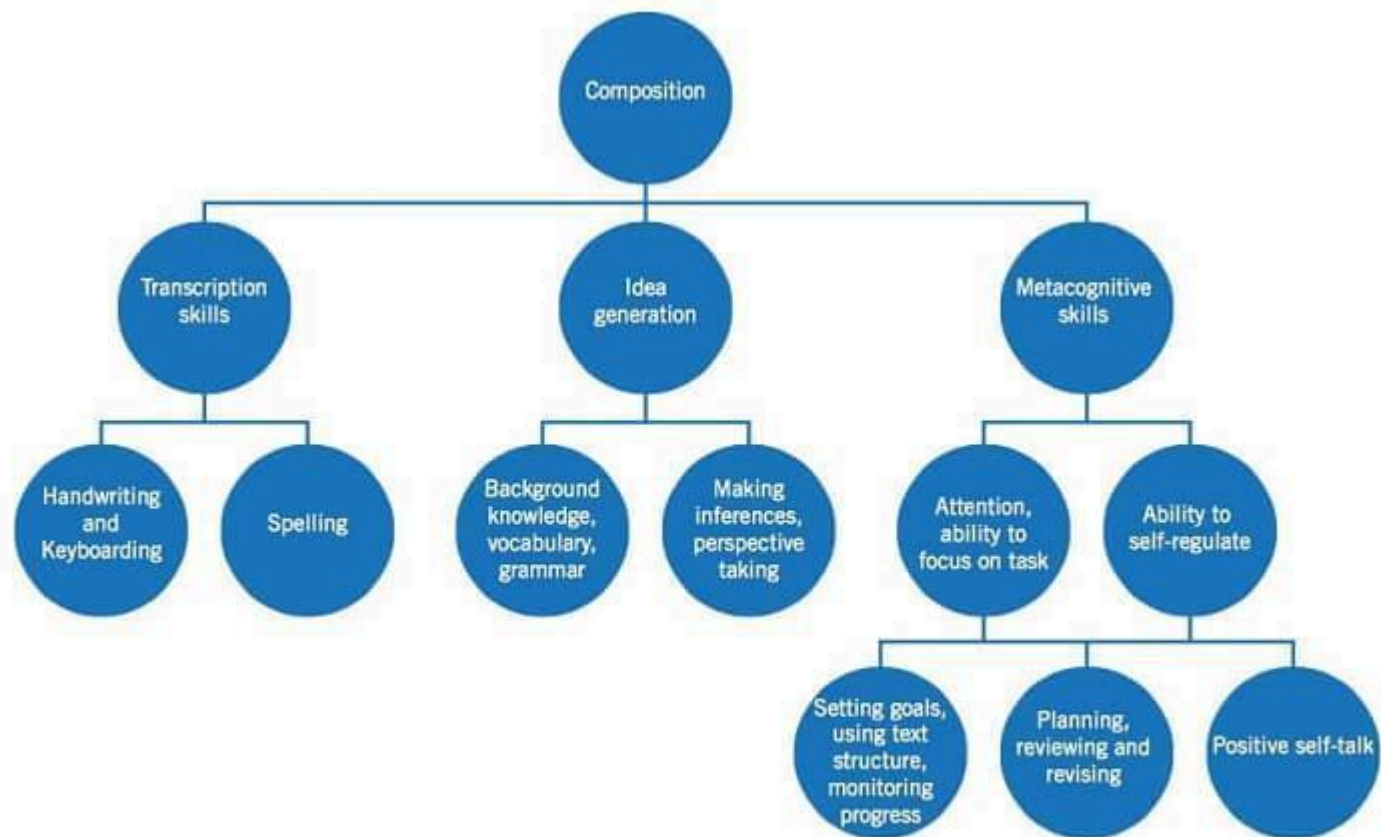


Figure 2. The not-so simple view of writing

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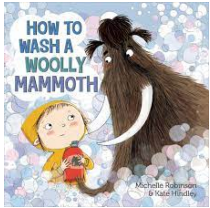
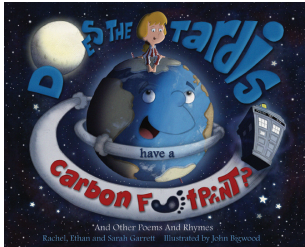


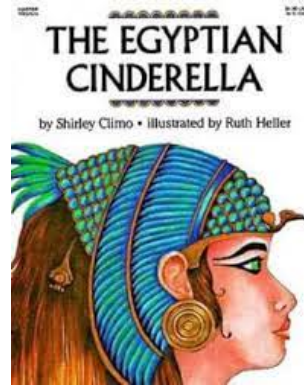
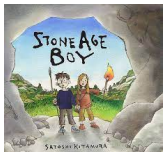
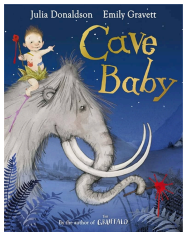
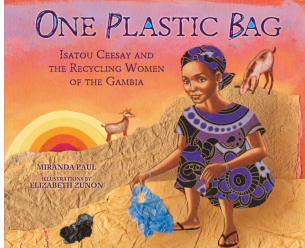
Writing

Enriching Nevill Road's Curriculum

- We have invested heavily in providing a wide variety of high-quality books, as we value the impact a varied reading diet will have on the children's writing.
- Children have the opportunity to independently apply the skills and techniques taught in English when writing in other subject areas, and produce meaningful writing with a real audience and purpose.
- We have close links with local libraries, book shops, and the local authority. Classes have opportunities to visit the book bus (Cheshire Library Service) for author visits, workshops and performances.
- We take part in the Local Book Awards Competition
- We celebrate World Book day and World Poetry day and have poetry workshops run by a poet every year.
- Children are provided with rich experiences, such as trips or visitors, to inspire and provide a context for writing.
- Issues that are important to the children (both local, national and global) are used to provide meaningful contexts for writing.
- Writing efforts and achievements are acknowledged and rewarded in whole-school assemblies

Writing

Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 3	 <p>Text The Lighthouse (video clip)</p> <p>Text Type Narrative</p> <p>R: To entertain A: children F: See Genre Overview T: informal, entertaining</p> <p>GDS Opportunity: include adverbs</p>	 <p>Text How to wash a Woolly Mammoth</p> <p>Text Type Narrative</p> <p>R: To instruct A: Children F: See Genre Overview T: formal</p> <p>GDS Opportunity: Range of sentence openers</p>	 <p>Text Text Does the Tardis have a Carbon footprint</p> <p>Text Type Narrative</p> <p>R: To entertain A: Everyone F: See Genre Overview T: informal</p> <p>GDS Opportunity: personification</p>	 <p>Text Text Arthur and the Golden rope</p> <p>Text Type Narrative</p> <p>R: To entertain A: Everyone F: See Genre Overview T: informal</p> <p>GDS Opportunity: paragraphs, speech, range of punctuation, complex sentences.</p>	 <p>Text Text Brazilian Boa</p> <p>Text Type Non-fiction</p> <p>R: To inform A: Everyone F: See Genre Overview T: Formal</p> <p>GDS Opportunity: structure, paragraphs</p>	<p>Text Text Mummification</p> <p>Text Type Explanation</p> <p>R: to inform A: Everyone F: See Genre Overview T: Formal</p> <p>GDS Opportunity: paragraphs, technical vocabulary.</p> 
	 <p>Text Stone Age Boy</p> <p>Text Type Setting Description</p> <p>R: To entertain A: children F: See Genre Overview T: informal, entertaining</p> <p>GDS Opportunity: to include fronted adverbials</p>	 <p>Text Cave Baby</p> <p>Text Type Narrative</p> <p>R: To entertain A: children F: See Genre Overview T: informal</p>	 <p>Text Text One Plastic Bag</p> <p>Text Type Letter writing</p> <p>R: To inform A: Adults F: See Genre Overview T: formal</p> <p>GDS Opportunity:</p>	<p>GDS Opportunity: paragraphs, speech, range of punctuation, complex sentences.</p>	<p>GDS Opportunity: structure, paragraphs</p>	<p>GDS Opportunity: paragraphs, technical vocabulary.</p>

Writing



Text

Visit - Stone Age theme

Text Type

Recount

R: To inform

A: Everyone

F: See Genre Overview

T: informal

GDS Opportunity:
paragraphs

GDS Opportunity:
Include speech



Text

Letter/Elf on the shelf

Text Type

Letter:

R: To explain

A: adults

F: See Genre Overview

T: informal

GDS Opportunity:
Writing in paragraphs



Text

Christmas poems

Text Type

Poems

R: To entertain

A: Everyone

F: See Genre Overview

T: informal

GDS Opportunity:

paragraphing

Text Mountains

Text Type Non

Chronological Report

R: To inform

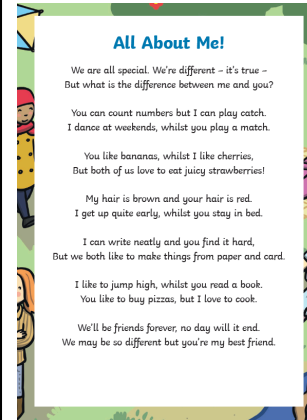
A: everyone

F: See Genre Overview

T: formal

GDS Opportunity: fronted
adverbials

Text



Text Type Poem

R: To entertain

A: everyone

F: See Genre Overview

T: informal

GDS Opportunity:
text structure, metaphors,
similes

**Text The Egyptian
Cinderella**

Text Type Fairy Tale

R: To entertain

A: everyone

F: See Genre Overview

T: informal

GDS Opportunity:
paragraphing, sentence
types, speech

Text



Text Type performance

Poetry - Don't

R: To entertain

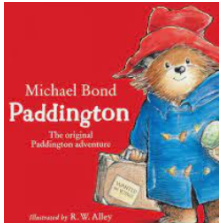
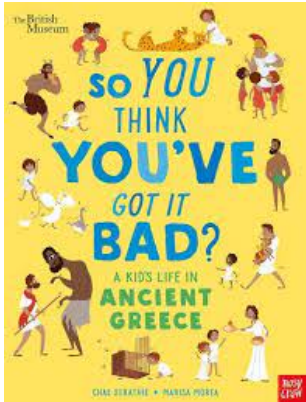


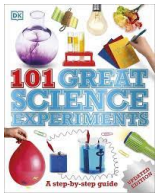
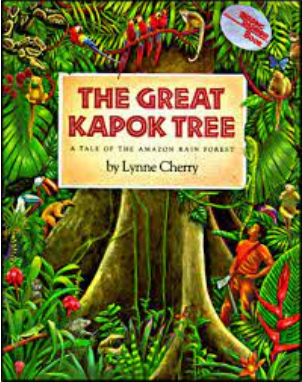
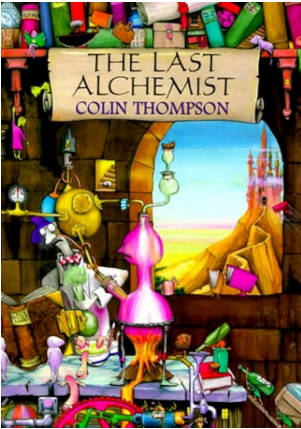
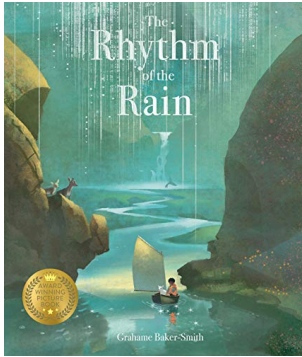
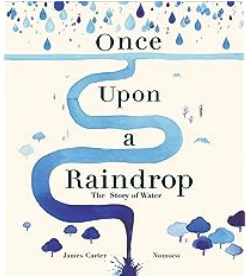
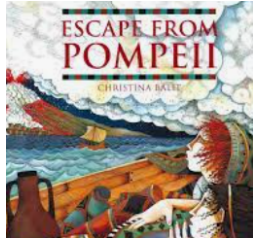
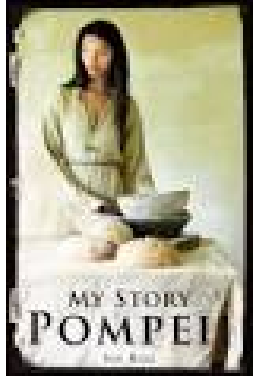
A: everyone

F: See Genre Overview

T: informal

GDS Opportunity:
stanzas, vocabulary
layout

Writing

		Explore rhyming patterns				
Y e a r 4	 <p>Text Paddington Text Type - character description</p> <p>Text Paddington Text Type - setting description</p> <p>Text So you think you've got it bad? Kids life in Ancient Greece Text Type - non-chronological report about Greek mythical creatures</p> 	 <p>Text The story of Arachne - Usborne Greek Myths Text Type - narrative/myth (3 weeks)</p>  <p>Text A visit from St. Nicholas Text Type - Christmas poems (for show) (1 week)</p> <p>Text Science based Text Type- instructions</p> 	<p>Text Text Type - Newspaper Report</p>  <p>Text The Great Kapok Tree Text Type - persuasive letters</p>	 <p>Text The Last Alchemist Text Type - character description</p> <p>Text Text Type informal letters</p>	 <p>Text Escape from Pompeii Text Type narrative</p> <p>Text My Story: Pompeii Text Type diary extract from a character from Pompeii</p> 	  <p>Text Text Type poetry Possibly Lost words Book or tracing a journey down a river</p> <p>Text Text Type discussion text Related to Olympics or current affairs. Text Text Type news report</p>

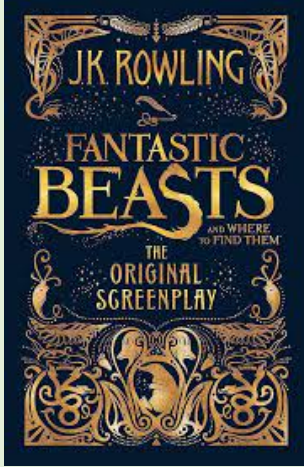
Writing

						<p>Current News</p>  <p>PARIS 2024</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	 <p>Text - Bok Text Type - Setting Description</p> <p>R A F T</p> <p>Text - Earth, Sun and Moon Text Type - Non-Chronological report</p> <p>R A F T</p>	 <p>Text - Beowulf Text Type - Narrative</p> <p>R A F T</p> <p>Text - Black Powder Text Type - Narrative</p> <p>R A F T</p> <p>Text - Winter Text Type - Poem</p> <p>R</p>	<p>Text - Environment poetry festival. Text type - Poem</p> <p>R A F T</p>  <p>Text - Macbeth Text Type - Narrative and balanced argument</p> <p>R A F T</p>	 <p>Text - The viewer Text Type - Narrative</p> <p>R A F T</p> <p>Text Queen of the Falls Text Type - Recount</p> <p>R A F T</p>	<p>Text - Read a picture Text Type-RAFT</p>  <p>Text - Kensuke's Kingdom Text Type - narrative</p> <p>R A F T</p>  <p>Text- Wishgranter - literacy shed video Text Type - Explanation</p> <p>R A F T</p>	<p>Text- Plastic Pollution Text Type - Persuasive letter</p> <p>R A F T</p>

Writing

	 <p>Text - Harriet Tubman Text Type - Recount/Diary</p> <p>R A F T</p>	<p>A F T</p>				
<p>Y e a r 6</p>	 <p>Text Flotsam Text Type Narrative R: To entertain A: children F: See Genre Overview T: Narrative</p> <p>GDS Opportunity:</p>	 <p>Text Alma (film) Text Type Narrative R: To entertain/scare A: people who enjoy a scary story F: See Genre Overview T: narrative</p> <p>GDS Opportunity:</p>  <p>Text Orangutan (video)</p>	 <p>Text World of Food Text Type Adventure/quest narrative R: to entertain A: young children F: See Genre Overview T: adventure/quest story</p> <p>GDS Opportunity:</p> 	 <p>Text Three Little Pigs (video) Text Type News report R: To report A: Tabloid Fairy Tale readers F: See Genre Overview T: Report</p> <p>GDS Opportunity:</p>	 <p>Text The Mountain Text Type Recount R: To describe/recall A: Someone interested in walking F: See Genre Overview T: Recount</p> <p>GDS Opportunity:</p>	<p>Text Holiday review Text Type Review R: To give a review A: Interested Holiday makers F: See Genre Overview T: Online Review</p> <p>GDS Opportunity:</p>  <p>Text Conway Text Type Thank you letter R: To thank Conwy Centre staff A: Conwy Centre staff</p>

Writing

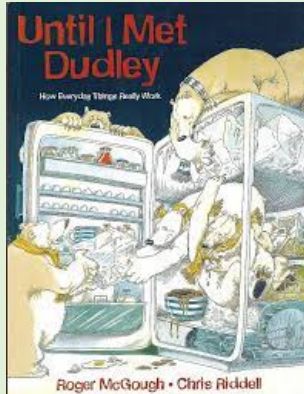


Text
 Fantastic Beasts
Text Type
 Non-Chronological report
 R: To inform
 A:Witches and wizards
 F: See Genre Overview
 T:Non-chronological report

GDS Opportunity:

Text Type
 Persuasive letter
 R:To persuade
 A:The Government
 F: See Genre Overview
 T:persuasion

GDS Opportunity:



Text
 Until I met Dudley
Text Type
 Explanation/instructional text (hybrid)
 R:To explain
 A:someone wanting to understand how an appliance works
 F: See Genre Overview
 T:explanation

GDS Opportunity:

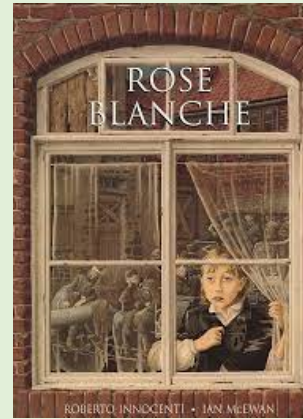
Text
 Cheese roll (film/teacher in role)
Text Type
 Diary
 R:To entertain
 A:cheese fanatics
 F: See Genre Overview
 T:diary

GDS Opportunity:



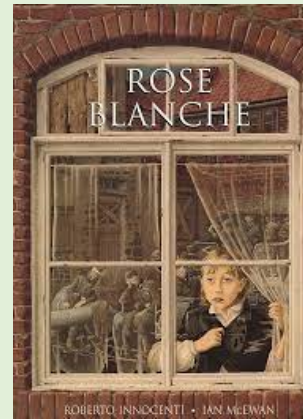
Text
 The arrival (image)
Text Type
 Scene description
 R:to describe
 A:children/adults
 F: See Genre Overview
 T:description

GDS Opportunity:

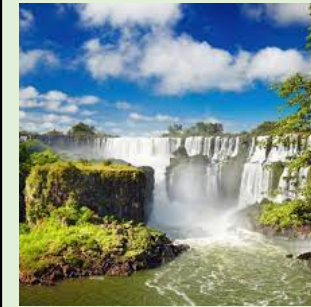


Text
 Rose Blanche
Text Type
 Diary
 R:Recount
 A: Herself
 F: See Genre Overview
 T: Diary

GDS Opportunity:



Text
 Rose Blanche
Text Type



Text
 Brochures

Text Type
 Rainforest brochure
 R:To advertise
 A: Holiday Makers
 F: See Genre Overview
 T: Holiday brochure advert

GDS Opportunity:

F: See Genre Overview
 T: Letter

GDS Opportunity:



Text
 If
Text Type
 Poem
 R:To inspire and manipulate language
 A: Parents/Peers
 F: See Genre Overview
 T: Poem

GDS Opportunity:

Writing

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 3	<p>Week 1 Spelling: revision of 100 HFW</p> <p>Week 2 capital letters Spelling: key words</p> <p>Week 3 question marks and full stops Spelling: key words</p> <p>Week 4 past and present tense Spelling: key words</p> <p>Week 5 a and an Spelling: ed, ing suffix</p> <p>Week 6 an and a Spelling: prefixes un and dis</p> <p>Week 7 SPaG revision Spelling: apostrophes for contractions</p> <p>Spelling check/revision</p>	<p>Week 1 coordinating conjunctions Spelling: suffixes: er/est</p> <p>Week 2 subordinating conjunctions Spelling: ment, ness</p> <p>Week 3 adverbs spelling: prefixes - super, anti, auto</p> <p>Week 4 noun phrases Spelling: revision Y2 wr</p> <p>Week 5 present and past progressive Spelling: ou</p> <p>Week 6: statement, questions, exclamation, command Spelling: alternative ey/eigh/ei</p> <p>Week 7 commas in lists Spelling: alternative ey/eigh/ei</p> <p>Week 8 prepositions (time and place) Spelling: check/revision Recap/quiz of what has been covered</p>	<p>Week 1 adjectives Spelling: Homophones</p> <p>Week 2 inverted commas Spelling: Homophones</p> <p>Week 3 verb/adjective Spelling: tion, cian</p> <p>Week 4 apostrophes for possession Spelling: suffixes ation</p> <p>Week 5 sentences and clauses Spelling: Plurals s/ es</p> <p>Week 6 sentences and clauses Spelling check/revision</p>	<p>Week 1 verbs in perfect form Spelling est suffixes</p> <p>Week 2 noun phrases Spelling suffix ly</p> <p>Week 3 inverted commas Spelling est, er, ed, ing recap</p> <p>Week 4 inverted commas and apostrophes comparison Spelling: sion, ssion</p> <p>Week 5 Revision based on assessment Spelling: Key words</p> <p>Week 6 Recap/quiz of what has been covered Spelling check/revision</p>	<p>Week 1 simple past, simple present Spelling: word families - un, ness, ly</p> <p>Week 2 subordinating conjunctions Spelling: word families</p> <p>Week 3 subordinating clauses Spelling: suffixes er, est</p> <p>Week 4 identify/compare verbs, adjectives, nouns</p> <p>Week 5 noun phrases Spelling: i - myth, pyramid</p> <p>Week 6 present perfect Spelling: suffixes</p> <p>Week 7 inverted commas Spelling: Recap/quiz of what has been covered</p>	<p>Week 1 apostrophes spelling common exception words</p> <p>Week 2 Questions, statement, commands, exclamation Spelling: prefixes</p> <p>Week 3 verb forms spelling: suffixes</p> <p>Week 4 noun, verb, adjective spelling: common exception words</p> <p>Week 5 Revision spelling: common exception words</p> <p>Week 6 Revision Spelling: Key words</p> <p>Week 7 Recap/quiz of what has been covered</p>

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 4	Week 1	Week 1 Verbs and Adverbs	Week 1 Word classes - nouns, verbs, adj and verbs	Week 1 Prepositions	Week 1 Word classes - recap	Week 1 Determiners - different types
	Week 2 Capital Letters	Week 2 Tenses - simple past and simple present perfect	Week 2 Suffixes ship, hood (recap ful, ness, ation and ment)	Week 2 Subordinate Conjunctions - subordinate clauses	Week 2 Conjunctions - joining clauses	Week 2 Determiners - choosing the correct one eg an or a
	Week 3 Sentence types	Week 3 Nouns and Pronouns	Week 3 Inverted commas	Week 3 Commas for lists	Week 3 Changing tenses of words - verbs	Week 3 Possessive pronoun
	Week 4 Apostrophe for possession	Week 4 Suffixes - ful,ness,ation,ment	Week 4 Homophones	Week 4 Commas after fronted adverbials	Week 4 Make verbs created from nouns	Week 4 Recap/quiz of what has been covered
	Week 5 Commas in lists	Week 5 Prefixes - sub, super	Week 5 Prefix - adding in front of form	Week 5 Apostrophe for possession	Week 5 Word families	Week 5 Recap/quiz of what has been covered
	Week 6 homophones	Week 6 Conjunctions - FANBOYS and subordinate	Week 6 Expanded noun phrase	Week 6 Apostrophe for contraction - contracting words and expanding words	Week 6 Standard English	Week 6 Gap analysis
	Week 7 Nouns, verbs, adjectives	Week 7 High frequency words assessment			Week 7 Recap/quiz of what has been covered	Week 7 Spelling high frequency words and common rules
		Week 8 - recap/quiz of what has been covered				

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 5	Week 1 - Verbs	Week 1 - Adjectives	Week 1 - tense consistency	Week 1 - Punctuation for parenthesis	Week 1 - Possessive pronouns and relative pronouns	Week 1 - Punctuation marks
	Week 2 - Verb tenses	Week 2 - Conjunctions	Week 2 - Modal verbs	Week 2- Punctuation marks	Week 2 - Commas for lists and to clarify meaning	Week 2 - Relative pronouns
	Week 3 - Adverbs	Week 3 - Subordinating conjunctions and subordinate clauses	Week 3 - Synonym and antonyms	Week 3- Statements commands, exclamations and questions part 1	Week 3 - Homophones	Week 3 - Relative clauses
	Week 4 - Determiners	Week 4 - Relative pronouns	Week 4- Standard English	Week 4 - Statements commands, exclamations and questions part 2	Week 4 - Determiners (specific)	Week 4 - Nouns (countable and non countable)
	Week 5 - Commas for lists	Week 5- Relative clauses	Week 5- Apostrophes	Week 5- Noun phrases	Week 5- inverted commas	Week 5- Recap based on GAP analysis
	Week 6 - Nouns	Week 6- Inverted commas	Week 6- Verbs in the perfect form	Week 6 - Recap	Week 6 - word classes	Week 6- Recap
	Week 7 - Adverbials	Week 7 - Commas to clarify meaning			Week 7 - word classes part 2	Week 7 - Recap
		Week 8- Recap				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 6	Week 1 Word Class - Verbs	Week 1 Prepositions	Week 1 Simple and Progressive	Week 1 Conjunctions	Week 1 Revision- Based on Gaps from test	Week 1
	Week 2 Word Class - Nouns	Week 2 Colons & Semi-colons	Week 2 Perfect Tense	Week 2 -Subordinating	Week 2 Revision- Based on Gaps from test	Week 2
	Week 3 Word Class - Adverbs	Week 3 Clauses & Phrases	Week 3 Tenses review	Week 3 Apostrophes	Week 3 Revision- Based on Gaps from test	Week 3
	Week 4 Sentence Type	Week 4 Subject, object & verb	Week 4 Determiners	Week 4 Phrases	Week 4 Revision- Based on Gaps from test	Week 4
	Week 5 Active & Passive	Week 5 Simple & progressive tense	Week 5 Pronouns	Week 5 Active and Passive	Week 5 Revision- Based on Gaps from test	Week 5
	Week 6 Commas	Week 6 Perfect tense	Week 6 Conjunctions Co-Ordinating	Week 6 Tenses	Week 6 Revision- Based on Gaps from test	Week 6
	Week 7 Direct & reported speech	Week 7 Tenses revisit		Week 7 Revision- Based on Gaps from test	Week 7 Revision- Based on Gaps from test	Week 7
		Week 8			Week 8	

Writing

50 Book Reading Challenge (linked to Reading and Writing Curriculum)

Writing

Y3



50 Books to Read Year 3



Until I Met Dudley Roger McGough	A Child of Books Oliver Jeffers	Fly, Eagle, Fly! Christopher Gregorowski	Bear choice Title: _____ Author: _____	The Secrets of Stonehenge Mick Manning
A World of Information Richard Platt	Alex Sparrow and the Really Big Stink Jennifer Killick	Look Up Nathan Bryon	The Tiger who came to tea Judith Kerr	Awful Egyptians Horrible Histories
Diary of a Wimpy Kid Jeff Kinney	The Twits Roald Dahl	Horrid Henry Francesca Simon	Bear choice Title: _____ Author: _____	The History Detective Investigates: Stone Age to Iron Age Clare Hibbert
Frendie Andrew Clements	Leon and Bob Simon James	Gregory Cool Caroline Birch	Fairy Tales Terry Jones	The Street Beneath My Feet Charlotte Guillain & Yuval Zommer
The Humphrey series	The Christmasaurus	The Green Ship	Ice Palace	Revolting Rhymes

Betty G. Birney	Tom Fletcher	Quentin Blake	Robert Swindells	Roald Dahl
Oliver and the Seawigs Philip Reeve	Surf's Up Kwame Alexander	The Adventures of Captain Underpants Day Pitkey	Voices in The Park Anthony Browne	The Bee is not afraid of me Fran Long and Isabel Galleymore
Little People, Big Dreams Lisbeth Kaiser & Ana Sanfelippo	The Day I Swapped my Dad for a Goldfish Neil Gaiman	Bear choice Title: _____ Author: _____	The Great Elephant Chase Gillian Cross	The Cat in the Hat Dr Seuss
My name is Not Refugee Kate Milner	The Whisperer Nick Butterworth	Bear choice Title: _____ Author: _____	How to Wash a Woolly Mammoth Michelle Robinson and Kate Hindley	Sam Wu is NOT Afraid of Ghosts Katie and Kevin Tsang
The Incredible Adventures of Professor Branestawn Norman Hunter	The Adventures of the Wishing Chair Enid Blyton	That Peaky Rat Lauren Child	The Legend of Captain Crow's Teeth Eoin Colfer	Bear choice Title: _____ Author: _____
The Worst Witch Jill Murphy	The Secret of Platform 13 Eva Ibbotson	The 13-Storey Treehouse Andy Griffiths	Ug : Boy Genius of the Stone Age Raymond Briggs	Fantastically Great Women Who changed the world Kate Pankhurst



50 Books to Read Year 4



Bill's New Frock Anne Fine	Charlie and the Chocolate Factory Roald Dahl	Cliffhanger Jaqueline Wilson	Bear choice Title: _____ Author: _____	The Owl and the Pussy Cat Edward Lear
Erica's Elephant Sylvia Bishop	Fly, Eagle, Fly! Christopher Gregorowski	My Headteacher is a Vampire Rat Pamela Butchart	Billionaire Boy David Williams	Natural Disasters Sophie Williams
The Butterfly Lion Michael Morpurgo	Stuart Little E.B. White	The Boy who Biked the World Alastair Humphreys	You're a bad man Mr Gum Andy Stanton	I Don't Like Poetry Joshua Siegel
I am not a Loser Jim Smith	Operation Gadgetman! Malorie Blackman	Running on the Roof of the World Jess Butterworth	The Proudest Blue Ibtihaj Muhammed	Look Inside: How a Computer Works Alex Frith
The Firework-Maker's Daughter Philip Pullman	The Accidental Prime Minister Tom McLaughlin	The Boy Who Went Magic A.P. Winters	The Falcon's Malteser Anthony Horowitz	So You Think You've Got It Bad? A Kid's Life in Ancient Greece Chae Strathie

Michael Rosen's book of very silly poems.	The Great Chocconlot Chris Callaghan	The Kick Off Dan Freedman	Bear choice Title: _____ Author: _____	Bear choice Title: _____ Author: _____
The Wild Robot Peter Brown	The Sticky Witch Hilary McKay	The House that Sailed Away Pat Hutchins	Bear choice Title: _____ Author: _____	Planet Omar Zanib Mian
The Moonshine Dragon Cornelia Funke	Harry Potter and the Philosopher's Stone	Bear choice Title: _____ Author: _____	The Beast and the Bethany Jack Meggit-Phillips	Cookie Connie Huo
The Stone Mouse Jenny Nimmo	Who Let The Gods Out? Max Evans	The Wolf's Footprint Susan Price	There May Be A Castle Piers Torday	Poems aloud Joseph Coelho
Rotten Romans Horrible Histories	Shackleton's Journey William Grill	Avoid Being A Roman Soldier David Stewart	Earthshattering Events! The Science Behind Natural Disasters. Sophie Williams	Raging Rivers Horrible Geographies



50 Books to Read Year 5



Marcus Rashford You Are a Champion How to be the best you can be	Accidental Trouble Magnet Zanib Mion	Malamander Thomas Taylor	The Creakers Tom Fletcher	Hacker Malorie Blackman
Artemis Fowl Eoin Colfer	The Boy in the Dress David Walliams	Harry Potter Chamber of Secrets J.K. Rowling	Bear choice Title: _____ Author: _____	Hidden Figures Margot Lee Shetterly
Horrible Science Space, Stars and Slimy Aliens	Black Powder Ally Sherrick	Lionboy Zizou Corder	Plastic Sucks Dougie Poynter	Terrible Tudors Horrible Histories
Funky Chickens Benjamin Zephania	My Brother is a Superhero David Solomons	Horrible Histories Fatal Forces	Dog Man Dav Pilkey	Centrally Heated Knickers Michael Rosen
How to Train Your Dragon Cressida Cowell	George's Secret Key to the Universe Lucy & Stephen Hawking	The Shakespeare Stories - Macbeth	Grasshopper Grange Anthony Horowitz	Football Mad Benjamin Zephaniah

Queen of the Falls Chris Van Allsburg	Bear choice Title: _____ Author: _____	Windrush Child Benjamin Zephania	Bright Bursts of Colour Matt Goodfellow	The Secret Viking Adventure Ally Kennen
Room 13 Robert Swindells	The Demon Headmaster Gillian Cross	Stormbreaker (Alex Rider) Anthony Horowitz	Bear choice Title: _____ Author: _____	The World of Albie Bright Christopher Edge
The Girl of Ink and Stars Kiran Milwood Hargrave	The London Eye Mystery Siobhan Dowd	Horrible Histories Vicious Vikings	The Boy at the Back of the Class Onjali Q Rauf	Brightstorm: A Sky-Ship Adventure Vashti Hardy
The Boy who sailed the Ocean in an Armchair Lana Williamson	Bear choice Title: _____ Author: _____	The Brilliant World of Tom Gates Liz Pichon	Watership Down Richard Adams	Varijak Paw S F Said
Bear choice Title: _____ Author: _____	Boy in the Tower Polly Ho-Yen	The Strange Worlds Travel Agency L.D. Lapinski	Dork Diaries Rachel Renee Russell	The Wind in the Willows Kenneth Grahame

Writing

Y6



50 Books to Read Year 6



The Goldfish Boy Lisa Thompson	A Series of Unfortunate Events Lemony Snicket	Skellig David Almond	Harry Potter and the Chamber of Secrets J K Rowling	The Nowhere Emporium Ross McKenzie
Nightfall in New York Katherine Woodfine	Holes Louis Sachar	Bear choice Title: _____ Author: _____	Murder not unladylike Robin Stevens	Bear choice Title: _____ Author: _____
Coraline Neil Gaiman	Clockwork Phillip Pullman	Goodnight Mister Tom Michelle Magorian	Howl's Moving Castle Diana Wynne Jones	The House with Chicken legs Sophie Anderson
Bear choice Title: _____ Author: _____	Stig of the Dump Clive King	The Lion, the Witch and the Wardrobe C.S. Lewis	When the Sky Falls Phil Earle	The Wolves of Willoughby Chase Joan Aiken
Journey to the River Sea Eva Ibbotson	No Ballet Shoes in Syria Catherine Bruton	Orange's in No Man's Land Elizabeth Laird	A Dangerous Game Malorie Blackman	The Secret Garden Frances Hodgson-Burnett
Be the Change – poems to help you change the world	Let's Change Stars Together Matt Goodfellow	The Dog that saved the World (Cup) Phil Earle	The Last Wild Piers Torday	Wonder R. J Palacio

Kaye Milner Time Travelling with a Hamster Ross Welford	The Amazing Maurice Terry Pratchett	Bear choice Title: _____ Author: _____	The Explorer Katherine Rundell	The Midnight Gang David Williams
The Great Food Bank Heist Onjali Q Rauf	Football Mad Paul Stewart	I am not a label By Cerrie Burnell	Bear choice Title: _____ Author: _____	Blooman' Rainforest Horrible Geography
Kay's Anatomy Adam Kay	The Shakespeare Stories – A Midsummer Night's Dream	Shocking Electricity Horrible Science	Evolve or Die Horrible Science	Blitzed Britain Horrible History
Diary of a Young Girl Anne Frank	Fantastically Great Women artists	Survival skills handbook Rainforest Bear Grylls	Woeful Second World War Horrible Histories	Women in Science: 50 Fearless Pioneers Who Changed the World

Together Everyone Achieves More

Writing

Progression in Writing (National Curriculum/EYFS)						
Vocabulary						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Applicable to all areas: Select vocabulary and grammatical structures to reflect the level of formality required in a piece of writing	Applicable to all areas: Select vocabulary precisely and manipulate grammatical structures to reflect the level of formality required. To manage shifts between levels of formality within a piece of writing.
<u>Nouns and adjectives</u>						
Include determiners in noun phrases for familiar people, places or things.	Use determiners (articles, possessives and numbers) to write a noun phrase.	Use determiners (articles, quantifiers and possessives).	Use a range of determiners (articles and quantifiers).	Use a range of determiners for clarity (articles and quantifiers).	Use a wider range of appropriate determiners for clarity and/or synonyms to avoid repetition.	Use a wider range of appropriate determiners for clarity and/or to avoid repetition.
Write own name Write nouns for familiar people, places or things. Use pronouns to write about themselves or others (I, he, she)	Use nouns including plurals (-s) and pronouns. Use pronouns.	Use a range of nouns including plurals (-ies/-es).	Use a wider range of nouns.	Use a wider range of nouns for clarity (sometimes using synonyms to avoid repetition).	Use a wider range of appropriate nouns for clarity or synonyms to avoid repetition.	Use a wider range of appropriate nouns to describe settings and characters and to write for a range of purposes and audiences. Select nouns to create atmosphere.

Writing

Use adjectives for colour and size	Use adjectives – extending size and colour Use adjectives and verbs with the prefix ‘un’ Use superlatives and comparatives	Use a range of adjectives Use superlatives and comparatives	Use a wider range of adjectives. Modify adjectives using adverbs Use a range of superlatives and comparatives	Using adjectives for clarity (sometimes using synonyms to avoid repetition). Modify adjectives using a wider range of adverbs Use a wider range of superlatives and comparatives	Use a wider range of appropriate adjectives for clarity, synonyms and/or other devices such as alliteration Modify adjectives using appropriate adverbs Use a wider range of appropriate superlatives and comparatives Use figurative language for description (alliteration, metaphors, similes)	Use a wider range of appropriate adjectives to describe settings and characters and to write for a range of purposes and audiences. Select adjectives to create atmosphere which may include comparatives, superlatives, synonyms , antonyms and/or figurative language Modify adjectives using adverbs to add detail, qualification and precision
Write noun phrases for familiar people, places or things.	Write expanded noun phrases	Expanded noun phrases for description using adjectives, determiners and prepositional phrases	Expanded noun phrases using a range of adjectives adverbs to modify the adjectives, determiners, prepositional phrases, adjectives in prepositional phrases and additional nouns	Expanded noun phrases using a wider range of adjectives, adverbs to modify the adjectives, determiners, prepositional phrases, adverbs to modify adjectives in prepositional phrases and additional nouns.	Write expanded noun phrases by using appropriate adjectives, adverbs to modify adjectives, appropriate determiners, prepositional phrases, adjectives in prepositional phrases, adverbs to modify adjectives in prepositional phrases, additional nouns for clarity	Write expanded noun phrases using a range of determiners, adjectives, adverbs, prepositional phrases and/or additional nouns to add detail, qualification and/or precision
Verbs and Adverbs						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use familiar verbs with the correct subject-verb agreement.	Use a range of familiar verbs with the correct subject-verb agreement.	Use a wider range of familiar verbs with the correct subject-verb agreement. Correctly and consistently use past	Use a wider range of verbs with the correct subject-verb agreement, including correct standard English.	Use a wider range of verbs with the correct subject-verb agreement, including correct standard English.	Use a wider range of verbs with the correct subject-verb agreement, including correct standard English. Use a variety of appropriate verbs to describe settings and characters and to write for a range of purposes and audiences.

Writing

			and/or present tense within a piece of writing. Make the correct choice of tense when moving from narrative (past tense) into direct speech.	Use a variety of verbs to write for a range of purposes and audiences, sometimes using synonyms to avoid repetition. Correctly and consistently use a range of tenses and/or verb forms within a piece of writing.	Use a variety of appropriate verbs to write for a range of purposes and audiences, sometimes using synonyms to avoid repetition.	Select verbs to create atmosphere, to integrate dialogue and to convey character and advance the action.
Use familiar verbs in the imperative form, present tense and past tense.	Use simple present tense. Use present progressive tense with 'ing' suffix. Use simple past tense with 'ed' suffix. Use familiar irregular verbs in the simple past tense.	Use simple present tense . Use imperative verb forms to write commands. Use present tense mostly correctly and consistently using simple present tense and/or present progressive tense, including irregular verbs Use simple past tense and/or past progressive tense (with suffixes) mostly correctly and consistently including irregular verbs	Use a wider range of verb forms for present tense (simple and present progressive). Use the imperative verb form to write commands and/or warnings. Use a wider range of verb forms for past tense (simple and past progressive) Use present perfect tense instead of simple past.	Use a range of verb forms for present tense. Use a range of verb forms for future tense. Use the imperative verb form to write commands and/or warnings. Use a range of verb forms for past tense.	Use a range of verb forms, mostly accurate for present, past and future tense. Use a wider range of present perfect and/or past perfect verb forms. Use the infinitive verb forms. Use the present participle (-ing verb form). Use the past participle (-ed verb form). Use the imperative verb form to write commands and warnings.	Use a range of appropriate verb forms, mostly accurate for present, past and future tense. Select verb forms for meaning and effect including a range of perfect verb forms. Select verb forms for meaning and effect including the infinitive, present participle and/or past participle. Use the passive verb form, mostly appropriately. Use the active voice (usual pattern of subject and object).
Use a familiar modal verb	Use familiar modal verbs.	Use familiar modal verbs to write for different purposes	Use a range of modal verbs.	Use a wider range of modal verbs.	Use a wider range of modal verbs to indicate degrees of possibility, ability, permission or strong suggestion.	Use a wider range of modal verbs mostly appropriate to indicate degrees of possibility, ability, permission or strong suggestion.
Use a familiar adverb or adverbial	Use familiar adverbs of manner (how and place (where)).	Use a range of familiar adverbs of manner and place.	Use a range of adverbs of manner.	Use a wider range of adverbs of manner to add detail sometimes	Use a wider range of adverbs of manner to	Use a wider range of appropriate adverbs of manner to describe

Writing

phrase for place.	Use adverbial phrases for place (where) using familiar prepositions.	Use a range of familiar adverbial phrases for place.	Use a range of adverbs and adverbial phrases for place.	using synonyms to avoid repetition. Use a range of adverbial phrases for manner by modifying the adverb with another adverb. Use a range of adverbs and adverbial phrases for place to add detail.	add detail or synonyms to avoid repetition. Use a wider range of adverbial phrases for manner by using two adverbs or by modifying the adverb. Use a wider range of appropriate adverbs and adverbial phrases for place to add detail.	characters and to write for a range of purposes and audiences. Use a wider range of appropriate adverbs, adverbial phrases and/or preposition phrases for manner to add detail, qualification and precision and/or integrate dialogue. Use a wide range of appropriate adverbs and/or preposition phrases for place to describe settings, add detail, qualification, precision and/or create atmosphere.
Cohesive Devices						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orally say a series of sentences that are linked, sticking to a main theme or intention.	Use nouns and/or pronouns to link sentences.	Use nouns and/or pronouns to sequence sentences.	Use nouns, pronouns or possessive determiners for clarity and/or to avoid repetition.	Use nouns, pronouns or possessive determiners for clarity and/or to avoid repetition within and across sentences. Use possessive pronouns for clarity, cohesion and to avoid repetition.	Use nouns, pronouns or possessive determiners appropriately within and across sentences. Use possessive and/or demonstrative pronouns appropriately within and across sentences for cohesion .	Use appropriate nouns, pronouns or possessive determiners appropriately within and across sentences. Use appropriate nouns, pronouns, expanded noun phrases and/or repetition of words/phrases as reference chains within and across sentences and paragraphs.
Use familiar adverbs of time to sequence ideas or events.	Use familiar adverbs of time to sequence narratives, recounts, instructions, possibly with some repetition.	Use a range of familiar adverbs of time and/or adverbial phrases for time to sequence sentences.	Use a range of adverbs of time and/or adverbial phrases for time to start sentences or paragraphs. Use adverbs of cause, addition, opposition. Use a propositional phrase for cause.	Use adverbs and/or adverbial phrases for time, number, cause, opposition, addition and emphasis, sometimes fronted to start sentences or paragraphs.	Use appropriate adverbs and/or adverbial phrases for time, number, cause, opposition, addition and emphasis, sometimes fronted to start sentences or paragraphs. Use appropriate adverbs and/or adverbial phrases to indicate degrees of possibility or opinion.	Use a range of appropriate adverbs and/or adverbial phrases for time, number, cause, opposition, addition and emphasis, probability and/or opinion (sometimes fronted) across sentences and paragraphs.

Writing

Sentences						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure					Applicable to all areas: Select of appropriate vocabulary and grammatical structures to reflect the level of formality required in a piece of writing	Applicable to all areas: Select vocabulary precisely and manipulate grammatical structures to reflect the level of formality required. To manage shifts between levels of formality within a piece of writing.
Write a single clause sentence . Write a simple instruction/command.	Joins two words, then clauses with 'and'. Join two clauses using 'so' and 'but'.	Write a range of single clause sentences. Use co-ordination (and, but, so, or) to join clauses and words.	Write a range of sentences with two clauses using co-ordinating conjunctions . Write sentences with more than two clauses using co-ordinating conjunctions.	Use a range of sentence structures inc. single clause sentences and sentences using co-ordinating conjunctions.		
		Use subordination (when, because, if, that).	Use subordinating clauses for time (when, before, after, while), cause (because, so that) and condition (if). Use subordination using 'that'. Use relative clauses with 'that' and 'who'.	Use previously taught subordinating conjunctions, in addition to: 'as' for time, 'even if' for condition and 'although' for concession. Start sentences with subordinating clauses using taught conjunctions. Write multi-clause sentences including ones with subordination.	Use previously taught subordinating conjunctions, in addition to: 'until' for time, 'since' for cause, 'unless' for condition and 'though' for concession. Write multi-clause sentences including at least one subordinating clause.	Use previously taught subordinating conjunctions, in addition to: 'once' for time and 'even though' for concession. Use subordination – using 'that' for reported speech or opinion. Vary clause position by sometimes using fronted subordinate clauses and multi-clause sentences. Use the subjunctive form in formal language to express hypothetical situation or desire.
				Use relative clauses with 'that', 'which' and 'who'. Embed relative clauses (that and who) within the main clause.	Use relative clauses with: that, which, who, whose, where and when. Embed relative clauses (that, who, which) within the main clause. Use relative clauses omitting the relative pronoun .	Vary the clause structure and position by embedding and/or omitting the relative pronoun and embedding /fronting the relative the relative clause.

Writing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask and with support write a question.</p>	<p>Write statements, exclamation, commands and questions.</p>	<p>Write statements, exclamations (inc. what and how starts), commands and questions.</p>	<p>Write statements, exclamation (inc. what and how starts), commands and questions.</p>	<p>Use a range of sentence forms.</p>	<p>Use a range of sentence forms appropriately.</p>	<p>Use a range of sentence forms appropriately. Use question tags to show informality.</p>
Punctuation						
<p>Use word spaces. Use full stops at the end of a sentence. Use a capital letter for own name, familiar people and the pronoun I. Begin to use a question mark with support.</p>	<p>Use full stops to demarcate most sentences. Use capital letters to demarcate some sentences. Use capital letters for days of the week and familiar places. Use question marks and exclamation marks to demarcate some sentences</p>	<p>Use full stops and capital letters to demarcate most sentences. Use capital letters for the names of people and places, mostly correctly. Use capital letters for days and months. Use question marks and exclamation marks mostly correctly.</p>	<p>Use full stops, capital letters, question marks and exclamation marks to demarcate most sentences.</p>	<p>Use full stops, capital letters, question marks and exclamation marks to demarcate sentences mostly correctly.</p>	<p>Use full stops, capital letters, question marks and exclamation marks to demarcate sentences mostly correctly.</p>	
		<p>Begin to use commas in a list.</p>	<p>Use commas in a list (of nouns, adjectives, expanded noun phrases). Use commas after subordinating clauses when followed by the main clause.</p>	<p>Use commas in a list (of nouns, adjectives, expanded noun phrases). Use commas after fronted adverbs/ adverbials and when starting sentences with subordinating clauses. Use commas to replace 'and' in multiclaue sentences.</p>	<p>Use commas for lists mostly correctly. Use commas for clarity in multi-clause sentences, to clarify meaning and avoid ambiguity.</p>	
				<p>Begin to use commas for parenthesis of words, phrases and embed relative clauses.</p>	<p>Use commas, brackets or dashes for parenthesis of words or phrases and embedded relative clauses.</p>	<p>Use commas, brackets or dashes for parenthesis of words, phrases or clauses, mostly correctly. Use ellipsis for effect.</p>
		<p>Use apostrophes for some words with contracted forms.</p>	<p>Use apostrophes for most words with contracted forms.</p>	<p>Use apostrophes for a range of contractions. Use apostrophes to show possession in singular nouns and in some plural nouns.</p>	<p>Use apostrophes for contractions and possession, mostly correctly.</p>	<p>Apostrophes for a wider range of contractions and to show possession.</p>

Writing

		Begin to use apostrophes to show possession in singular nouns.	Use apostrophes to show possession in singular nouns.			
			Use inverted commas and capital letters to punctuate direct speech .	Use inverted commas, capital letters, full stops, commas, exclamation marks and question marks when punctuating direct speech.	Punctuate direct speech, mostly correctly.	
					Use a colon after a main clause, sub-title, phrase or clause to introduce a list	Correct use of colons to introduce a list. Use a colon to mark the boundary between main clauses, where the second clause explains the first or gives more detail. Use semi-colons to mark boundaries between main clauses. Use of semi-colons to separate expanded noun phrases in a list. Use of hyphens for compound adjectives/numbers.

Writing

Handwriting						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold a pencil comfortably and correctly	Sit correctly and hold a pencil comfortably and correctly					
Begin to form some recognisable letters Start to write on lines and control letter size	Begin to form lower-case letters in the correct direction, starting and finishing in the correct place Understand which letters belong to which handwriting 'families'	Form lower-case letters in the correct direction, starting and finishing in the right place				
Write recognisable capital letters	Form capital letters in the correct direction	Form capital letters and digits of the correct size , orientation and relationship to one another and to lower-case letters				
	Form digits 0-9					
Shows an awareness of word spaces	Leaves spaces between words	Use space between words that reflect the size of letters				
	begin to recognise different punctuation marks	Begin to join letters with a horizontal or diagonal stroke in some of their writing.	Join letters with diagonal or horizontal strokes.	Produce legible, joined handwriting of increasing consistency and quality.	Increase handwriting speed and fluency while still retaining legibility.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Composition						
<u>The Writing Process</u>						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Writing

	Talk with teacher/peers about models of similarly structured writing.	Talk with teacher/peers about the language and layout features in models of similarly structured writing.	Read and talk about the structure, vocab and grammar of similarly structures writing with teacher/peers. Read and talk about the purpose and audience of similarly structures writing with teacher/peers.	Read and discuss similarly structured writing to understand and learn from its structure, vocab, grammar, audience and purpose.	Read and discuss similar writing to understand and learn from its structure, vocab, grammar, form, audience and purpose. Discuss and identify the purpose and audience for writing selecting an appropriate form using similar writing as models.
Talk with my teacher about my ideas. Use a story map to remember what I am going to write. Rehearse saying ideas before recording. Use multi-sensory prompts to support writing. Read own idea. Write an idea that communicated meaning because it can be read by themselves and/or others.	Say aloud what I am going to write, using discussions to gather ideas. Use a story map to remember what they are going to write. Orally compose a sentence before writing. Use multi-sensory prompts to remember number of words in the sentence and punctuation. Record a composed sentence. Write sentences that communicate meaning.	Say out loud what I am going to write about using talk and using modelled texts. Plan own writing on a planning frame using written and visual prompts. Use key words/ideas on planning frame as a starting point for oral composition. Compose and rehearse each sentence orally. Record composed sentences one at a time. Write sentences that make sense and communicate meaning.	Discuss own ideas for writing using models and prompts on planning frames for given audience and purpose. Group ideas for own writing and record using written/visual prompts on planning frame. Use planning frame to draft and write each section. Compose and rehearse sentences orally (including dialogue), using vocab and sentence structures taught. Write sentences that make sense and communicate meaning.	Plan own writing for the audience and purpose by organising initial ideas on planning format. Develop initial ideas on own plan through discussions and reading similar writing. Follow own plan to organise, draft and write each paragraph – composing sentences and making improvements before writing.	Develop and organise ideas on a plan drawing on reading and research where necessary. Follow own plan to draft and write each paragraph.

Writing

	<p>Re-read what I have written to check it makes sense.</p> <p>Discuss my writing with the teacher or peers.</p> <p>Read aloud my writing clearly enough to be heard by teacher and/or peers.</p>	<p>Use self, peer or group evaluation to proof read for spelling, punctuation and grammar errors.</p> <p>Use self, peer or group evaluation to make simple additions, revisions and corrections.</p> <p>Read aloud own writing using appropriate intonation to make the meaning clear.</p> <p>When discussing writing, recognise and use terminology from year 1 and 2.</p>	<p>Proof read for spelling, punctuation and grammar errors.</p> <p>Evaluate own and others' writing for sense and effectiveness by rereading to self/peers/teacher.</p> <p>Propose changes to vocab, grammar and punctuation in own and others' writing, and edit.</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>When discussing writing, recognise and use terminology from own and previous year groups.</p>	<p>Proof read for spelling, punctuation and grammar errors.</p> <p>Evaluate own and others' writing for sense, effectiveness and appropriate level of formality, then edit.</p> <p>Propose changes to vocab, grammar and punctuation to clarify meaning and enhance effects, then edit.</p> <p>Edit to ensure consistent and correct use of tenses and correct subject and verb agreement.</p> <p>Read aloud own compositions using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>When discussing writing, recognise and use terminology from own and previous year groups.</p>
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Narrative

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Orally retell a story.</p> <p>Include key feature(s) of the narrative in retelling and in writing.</p> <p>Write sentence(s) to retell/ tell a story or part of a story.</p> <p>Write a word, phrase, sentence on a label or in a caption.</p>	<p>Write short narratives in familiar story types.</p> <p>Write narratives with a sequence of sentences in chronological order.</p> <p>Write a simple opening or ending sentence.</p> <p>Include details of character and/or setting.</p>	<p>Write narratives with a chronological sequence in taught story types.</p> <p>Write narratives with a series of events and/or follow story type plot.</p> <p>Write opening and ending sentences.</p> <p>Include details of character and/or setting.</p>	<p>Write narratives with a chronological sequence in a range of genres.</p> <p>Write narratives using taught plots and structures.</p> <p>Use sections to organise narratives.</p> <p>Write opening and ending sentences to engage the reader.</p> <p>Include descriptions of characters and settings.</p> <p>Include dialogue for at least one character.</p>	<p>Write narratives with a chronological sequence in a wider range of genres.</p> <p>Write narrative with clear plots and structures.</p> <p>Use paragraphs to organise narratives.</p> <p>Use paragraphs to signal changes in time and setting.</p> <p>Write an opening paragraph that engages the reader and a closing paragraph that also engages and/or makes a simple link back to the opening.</p> <p>Include descriptions of characters and settings.</p>	<p>Write narratives in a wider range of genres.</p> <p>Write narrative with effective plot points and varying structures to suit the genre.</p> <p>Use paragraphs to organise and develop narratives.</p> <p>Use paragraphs to signal changes in time, setting or speaker.</p> <p>Write an effective opening paragraph that engages the reader by describing a character/setting, creating atmosphere or by using dialogue.</p> <p>Write an effective closing paragraph that engages the reader, makes a link back to the opening and/or includes viewpoint.</p> <p>Include descriptions of characters, setting and/or atmosphere.</p> <p>Include dialogue to convey character and/or to advance the action.</p>	

Writing

				Include dialogue to convey character.		
Non-Fiction						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn to orally say non-fiction text types using a story map. Talk about an object or picture. Say sentence(s) to give information, recount an event or give a command. Write a word, phrase, sentence on a label, in a caption or a list. Write sentence(s) about an event (recount). Write sentence(s) to give information and instructions.	Write short recounts and instructions using a sequence of sentences in chronological order. Write information texts using a sequence of sentences in non-chronological order. Use familiar layout devices. Write a simple opening or ending sentence. Include details of subject matter.	Write recounts about personal experiences in chronological order. Write recounts of others in chronological order. Write instructions and non-chronological reports with simple organisation and layout devices. Write opening or ending sentences. Include details of subject matter.	Write a range of chorological and non-chronological texts. Use sections to group related material. Use simple layout devices to suit the text type. Write opening sentence(s) to engage the reader and simple ending sentence(s) that may show personal viewpoint. Include description of the subject matter to inform the reader.	Write a range of chorological and non-chronological texts. Use sections/paragraphs to organise ideas around a theme. Use a range of layout devices to suit the text type. Write opening paragraph that engages the reader and a closing paragraph that engages and includes viewpoint. Include description of the subject matter and/or viewpoint to inform or engage the reader.	Write a range of chorological and non-chronological texts. Use sections/paragraphs to organise ideas and information. Use a wider range of layout devices to structure different text types. Write introductory paragraph that engages the reader and includes viewpoints where appropriate. Write concluding paragraph that engages the reader, includes viewpoint and/or makes a link back to the introduction. Includes appropriate descriptions of the subject matter and/or viewpoint to inform or engage the reader.	Write a range of chorological and non-chronological texts to suit audience and purpose. Use sections/paragraphs to effectively organise ideas and information. Use a wider range of layout devices to structure different text types and to guide the reader. Write introductory paragraph that engages the reader and includes viewpoints (personal or of others) where appropriate. Write concluding paragraph that engages the reader, includes viewpoint and makes a clear link back to the introduction. Includes appropriate descriptions of the subject matter and/or viewpoint to inform or engage the reader.
Poetry						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Writing

<p>Join in when listening to nursery rhymes, poems and rhyming narratives. Say and write a phrase or sentence from rhyme, poem or rhyming narrative.</p>	<p>Write a sequence of phrases or simple sentences to form short poems (that do not have to rhyme).</p>	<p>Write simply structured poems (do not have to rhyme)</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>	<p>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>
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Writing

Spelling						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Statutory Words			

			Statutory Spellings: accidentally, actually, address, answer, appear, arrive, believe, bicycle, breathe, build, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important	Statutory Spellings: Interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, although, thought, through, various, weight, woman	Statutory Spellings: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government,	Statutory Spellings: identity, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht
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Writing

guarantee, harass,
hindrance

Spelling						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monster Phonics scheme			Nelson No Nonsense Spelling			
Sound spelling matches taught	Use phonic knowledge to segment words into phonemes, represent these by graphemes, representing each phoneme with a taught grapheme	Segment words into phonemes, represent these by graphemes, spelling many correctly	Autumn No Nonsense Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey) Practise prefix 'dis-' Apply prefix 'un-' From Year 2: Apostrophes for contractions Strategies for learning words: words from statutory and personal spelling lists Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun) Homophones Year 2 prefixes and suffixes Prefixes 'mis-' and 're-' The /ɪ/ sound spelt 'y' Proofreading Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) Autumn Assessment Common Exception words - Year 2 ed, ing suffix	<u>Autumn</u> Statutory Words Words ending - sure homophones common exception words revise year 3 and add year 4 ly suffix gue/que auto prefix er/est superlative and comparative adjectives words with s spelt sc Week 1-2 in/im/ir/il prefixes Week 3 ei/ey/eigh Week 4 - 6 suffixes ful/ness/tion/ment ch sounds like sh (chef) prefixes sub and super <u>Spring</u> Suffixes ing/ed/er/en words more than one syllable Words with / ▲ / - ou Suffixes ship/hood Homophones Words ending - ture Irregular plurals words ending in -sion -tion	Autumn No Nonsense plurals s/ies/es apostrophes contraction/possession silent letters ough ible/able hyphenated words ant/ance/ancy/ent/ence/ency prefix - mis/re/dis/de tion/sion/ssion/cian Spring Apostrophe possession common words ably/ibly homophones silent letters ant/ance/ancy/ent/ence/ency suffix - vowel ending ei ie suffix - ous Summer Common exception words homophones problem suffixes prefix anti/de/super silent letters ie ei	Autumn No Nonsense words endings -cious, -tious -cial, -tial -ance, -ence -ant, -ent -ible, -able -ibly, -ably -fer (double r) hyphenated words words containing the 'f' sound words with the 'i' sound spelt 'y' 'i' before 'e' except after 'c' -Spring No Nonsense 'ei' or 'ie' patterns (the rule brakers!) the 'ay' sound the 'ough' sound the suffix 'ous' Silent Letters endings that sound like -en spelt -tion -sion endings that sound like -en spelt -cian-ssion Homophones Plurals Homophones 2 Summer No Nonsense Prefixes and Root Words 2 Double Constants
a b c ch ck d e f ff g h i j k l ll m n ng nk o p q ur s sh ss st t th th u v w x y z zz	Sound spelling matches taught	Sound spelling matches taught				
Wor ds struc tures : CVC	ow oe u-e ue ew oo ou tch or ve wh oy oi ar er					

Writing

<p>, VCC , CVC C, CCV C, CCC VC.</p>	<p>air ir aw au ear are</p>	<p>prefixes un and dis apostrophes for contractions suffixes: er/est ment, ness super, anti, auto revision Y2 wr ou - u sound ey/eigh/ei Year 3 common exception words ch i sound - y</p> <p>Spring No Nonsense From Year 2: suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' From Year 2: apostrophe for contraction Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')dictation Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' Prefixes 'super-' and 'auto-' Homophones Proofreading Words with the /k/ sound spelt 'ch' (Greek in origin) Spring Assessment Homophones - near suffixes ation Plurals s/ es est suffixes suffix ly est, er, ed, ing recap Spelling: sion, ssion, tion, cian common exception words ough</p> <p>Summer</p>	<p>words beginning gu prefix mis- apostrophe with singular proper nouns (possession) apostrophes for contraction</p> <p><u>Summer</u></p> <p>when sc sound like c - scene homophones - common misspelt ones their there they're etc</p> <p>Statutory Words - high freq year 3 and 4 words suffix-ous</p>		
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Writing

			<p>No Nonsense</p> <p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>From Year 2: Apostrophes for contractions</p> <p>Rare GPCs (/I/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign)</p> <p>Proofreading</p> <p>words from statutory and personal spelling lists</p> <p>Summer Assessment</p> <p>word families - un, ness, ly</p> <p>suffixes er, est</p> <p>i - myth, pyramid</p> <p>suffixes ly, ation</p> <p>common exception words</p> <p>prefixes</p> <p>homophones</p>			
Genres						
			Year 3	Year 4	Year 5	Year 6
Poetry			<p>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</p> <ul style="list-style-type: none"> • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</p> <ul style="list-style-type: none"> • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination 	<p>maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so 	<p>maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Writing

	<ul style="list-style-type: none"> ● discuss words and phrases that capture the reader's interest and imagination ● recognise some different forms of poetry [for example, free verse, narrative poetry] ● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> ● recognise some different forms of poetry [for example, free verse, narrative poetry] ● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>that the meaning is clear to an audience</p> <ul style="list-style-type: none"> ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Narrative	<p>Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's</p>	<p>Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive 'voice' in the story. Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what</p>	<p>Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'. Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) the consequences of a character's mistakes – do they get a second chance? ; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.</p>	<p>Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader's response. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; recognise that authors can use dialogue at certain points in a</p>

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	<p>actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Settings are used to create atmosphere; look at examples of scene changes at that moment.</p> <p>Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>	<p>characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the Castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</p>	<p>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Different types of story can have typical settings. Real life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds. Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop</p>	<p>story to, (e.g.) explain plot, show character and relationships, convey mood or create humour. Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</p>
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Writing

			<p>characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously; MeaŶwhile... □; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</p>	
Non-fiction	<p>Before researching, orally recall existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, ſ lies around halfway mark, ſ towards the end). Use second place letters to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. Decide how to present information and make informed choices by using structures from different text</p>	<p>Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. Make short</p>	<p>Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Use dictionaries and other alphabetically ordered texts efficiently. Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate</p>	<p>Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings,</p>

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	<p>types. Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. learn or check the definitions of words and a thesaurus to find synonyms. Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, for and against columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. Begin to use graphic organisers as a tool to support collection and organisation of information. Use computer to bring information texts to published form with appropriate layout, font etc.</p>	<p>notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information Develop and refine ideas in writing using planning and problem-solving strategies Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices</p>	<p>specific information; close reading to aid understanding. Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. create multi-layered texts, including use of hyperlinks, linked web pages Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Read a passage and retell it 'in your own words'</p>	<p>appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Establish, balance and maintain viewpoints Use the conventions and language of debate when orally rehearsing a balanced argument. Revise own non-fiction writing to reduce superfluous words and phrases. Discuss and explain differences in the use of formal language and dialogue Listen for language variations in formal and informal contexts Identify the ways spoken language varies</p>
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Writing

	Create multi-media information texts. Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. Summarise orally in one sentence the content of a passage or text, and the main point it is making.			
Persuasion	Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to a particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.	Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments. From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words. Both orally and in and writing to	Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate. Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information. From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely it wouldn't be difficult...'; persuasive definitions, rhetorical questions, pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents.'	Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience. Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. developing a point logically and effectively supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) anticipating possible objections harnessing the known views, interests and feelings of the audience tailoring the writing to formal presentation where appropriate. Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different

Writing

		<p>assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. Use writing frames if necessary to back up points of view with illustrations and examples. To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples. Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument.</p>	<p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state. Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>	<p>non-fiction text types and adapting, conflating and combining these where appropriate.</p>
Instructions	<p>Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.</p>

Writing

	<p>points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader.</p>	<p>are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	
Discussion	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama.</p>	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> -Summarise different sides of an argument -Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly -Draw reasoned conclusions based on available evidence <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate <p>Use reading to: - Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate.</p>

Writing

Non Chronological reports	Analyse a number of report texts and note their function, form and typical language features: introduction indicating an overall classification of what is being described use of short statement to introduce each new item language (specific and sometimes technical) to describe and differentiate impersonal language mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is...., people are... Write own report independently based on notes from several sources.	Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
Recount	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as	Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and

Writing

	<p>letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail. Include recounts when creating paper or screen based information texts.</p>	<p>letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen based information texts.</p>	<p>tense, e.g. As he was running away he noticed... possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>	<p>explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.</p>
Explanation	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: purpose: to explain a process or to answer a question structure: introduction, followed by sequential explanation, organised into paragraphs language features:</p>	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. In shared writing and independently plan, compose, edit and refine</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.</p>

Writing

		usually present tense; use of connectives of time and cause and effect; use of passive voice presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing	explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	
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Writing

Expectations	
Writing	
Step	Details
Decide what you need to cover	<ul style="list-style-type: none"> • Use year group targets and children's needs • Refer to list of which genres should be covered in each year group. • Which children are your focus - PP? Under achievers? GDS?
Hook	<ul style="list-style-type: none"> • Stimulus -either text, picture book, movie, scenario. • Bring it to life for children - dressing up, DEAL strategies, visitors etc. • Display vocab, photos, Wagoll's on learning walls • Cross curricular links if appropriate. • Reference texts used on year group texts sheet • Capture pupils ideas and thoughts
Pre learn	<ul style="list-style-type: none"> • Use pink paper • Second opportunity to assess previous unit's targets. • Mark with green and pink (pick up on Bear Necessities) • Set 3 targets based on Year group targets and stick into books • Discuss targets with the children • WAGOLLS and Vocab on Learning Walls
Interrogate text/WAGOLL (link to reading objectives)	<ul style="list-style-type: none"> • Reason, Purpose and Audience and Tone (RAFT) • Look at a WAGOLL • Discuss layout and genre features • Sentence level features - links to SPaG • DEAL strategies • Build up your learning wall with examples, vocabulary, features etc • Continue to capture ideas and thoughts of pupils.
SPAG teaching	<ul style="list-style-type: none"> • Teach grammar skills linked to Year group targets • Reinforce through starter activities throughout the unit. • Pupils to be able to apply throughout the lesson to make it purposeful.

Writing

		<ul style="list-style-type: none"> • If SPaG is a one off lesson (needs to be taught) record it in our English books. • Spelling scheme to be followed to look at patterns, prefixes, suffixes, homophones etc. We will use the No Nonsense spelling scheme. This will be linked to homework sent home for that week. • Spelling is to be recorded in English books.
Planning		<ul style="list-style-type: none"> • Retell / Capture ideas through DEAL strategies. • Oral rehearsal of ideas in pairs and groups • Use boxing up, story mountains and other planning tools
Drafting		<ul style="list-style-type: none"> • Writing in parts/paragraphs/ small part of big piece • Modelled writing focussed on target children (use examples of children's writing to edit and improve) • Examples onto Learning walls. • Use of success criteria • Differentiated expectations. • Scaffolding for lower ability children. • Guided writing for target groups • Self and peer assessment opportunities
Editing and proofreading	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use of editing strips across school. • Progression of expectations of editing throughout school - see below • Self and peer editing opportunities. • Proofreading to be completed in purple pen in books.
Final piece	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Redraft if necessary • Publish final piece - as a real life outcome e.g. leaflet / booklet. Can be written or typed. • Assess against Year Group targets • Opportunities to share and celebrate - parents, other teachers or children.
Reflection	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • At the end of each unit, chn to reflect on skills they have worked on to support metacognition.

Writing

Feedback throughout a unit of work	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 1:1 conferencing • Pink and green marking with comments (target focussed and Bear Necessities) • Self / peer assessment • Editing and improving (see year group progression)
Notes		Please note: Depending on your year group and what genre you are focussing on, you may need to repeat the plan, draft, edit stage until you are ready to complete your final piece.
Editing and improving progression:		
Year 3	<ul style="list-style-type: none"> • Class feedback sheet (spelling / BN focus) • Editing - focus on BN and spelling (Y2 / Y3) • Pairs / independent 	Redraft sentences (direct using *)
Year 4	<ul style="list-style-type: none"> • Class feedback sheet (spelling / BN focus) • Editing - focus on BN and spelling (Y3 / Y4) • Pairs, trios, independent, overlays. 	Redraft paragraphs (direct using * / GDS independent)
Year 5	<ul style="list-style-type: none"> • Class feedback sheet (in line with Y6 expectations) • Editing - focus on BN and spelling (Y4 / Y5) • Pairs, trios, independent, overlays 	Redraft paragraphs (direct using */ independent by the end of the year)
Year 6	<ul style="list-style-type: none"> • Class feedback sheet (spelling / BN focus) • Editing - focus on BN and spelling (Y5 / Y6) • Pairs, trios, independent, overlays 	Redraft paragraphs (direct using * SEND only)

Writing

Handwriting

- Correct handwriting, for the children's expected level, should be modelled to the children at all times (especially when modelling and marking) and children should always be writing on handwriting lines
- Letter formation is modelled and reinforced and all resources (word mats, alphabet frieze, grapheme charts etc.) show consistent letter formation
- Teach the pencil grip rhyme and then ensure children are using the correct grip
- Handwriting is checked when marking and children are asked to rewrite letters, words or sentences where handwriting is incorrect (size, orientation, position, joins, pressure)
- Explicit links should be made to handwriting lessons whilst modelling and whilst the children write.
- Teachers should ensure children are sat correctly for writing
- See the Handwriting crib sheet for further details
- Children who are unable to use handwriting line guides in the books should have a strip in the margin or they should write straight onto the full coloured lines (printed out)

Spelling

- Children are taught to 'have a go' using spelling strategies from phonics/spelling lessons
- When marking, spellings are marked according to the marking policy – detailed also on the spelling and phonics crib sheets
- Teachers use the same terminology as in phonics/spelling
- Handwriting scheme resources, such as grapheme table mats and wall charts, are easily seen or accessed by all pupils
- Common Exception Words lists are used to support quick and accurate retrieval
- Explicit links made back to phonics/spelling learning
- See also the spelling crib sheet

Marking

- Children should always have time to proofread their work to check for errors linking to our Bear Necessities or to make additions in purple pen. Teachers may give the children a specific focus depending on their assessments. Children should be supported to also check their work with their peers – workbooks on top of each other, both reading the same work with the writer editing with peer support.
- Teacher marking needs to be in line with the marking policy and must be marked by the following lesson for the children to receive feedback and fix it time. Marking should inform future teaching and learning.

Assessment

Teachers assess final writes and independent cross-curricular writing at the end of each term.

- Assess progress towards the relevant standard for each child.
- Record children who are predicted to be working towards, on track or at greater depth at the end of the year.
- Use assessment to inform future teaching and learning – consider also necessary interventions to ensure all children make good progress and reach the expected standard.

Handwriting Letterjoin

Expectations

Resources to support

Writing

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Writing

Lesson Planner Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Letterjoin Handwriting Resources

- Handwriting posters of the alphabet on walls and a small copy in the front of the children's books as a flip-up
- Handwriting slants for those who apply too much pressure
- Steps for children whose feet do not comfortably reach the floor
- Handwriting pencils with finger grooves for those struggling with their pencil grip
- Handwriting lines (various formats to match all needs)
- Handwriting fonts – Letter join matches most closely and should be used for WAGOLLS

Writing

Handwriting in other subjects

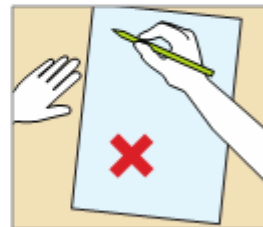
- During spelling and phonics children will also be practising their handwriting with the focused spellings and teachers will reinforce correct handwriting
- Handwriting books are used in English lessons and when doing a cross-curricular piece of writing.
- When writing on a single line, teachers need to make the link between these and the handwriting lines explicit so they can apply their skills. Line widths need to remain consistent for the children – use of sheets therefore is often not appropriate
- Correct handwriting (for the children's expected level) should be modelled to the children at all times
- Teachers should ensure children are sat correctly for writing – BBC, TNT, 6 feet, 2 hands (poster), page position and tilt

- **Correct posture and pencil grip for handwriting**

- Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

- **Sitting position**

SITTING POSITION



Paper position for right-handed children.

- Left-handed children
- Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.

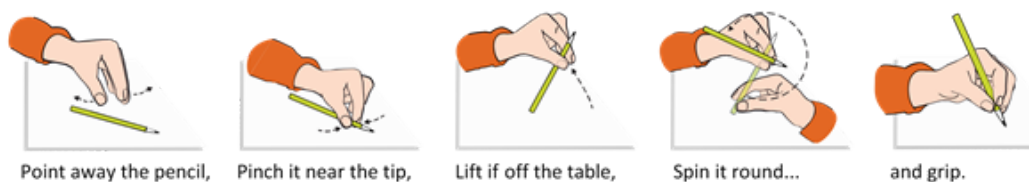
Writing

- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.
-
- **The Tripod Pencil Grip**
- Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Left-handed pencil grip



Assessment

- Teachers are continually making assessments on the children's handwriting – their teaching and resources are responsive to the needs of the children
- Handwriting is assessed as part of the writing assessments each term

Spelling Crib Sheet

Expectations

Resources to support

Writing

<p style="text-align: center;">Spelling lessons</p> <ul style="list-style-type: none"> ● Pupils will be taught discrete spelling lessons each week following the Nelson No Nonsense Spelling scheme. ● Each lesson will revisit prior learning, teach new GPC's and give pupils the opportunity to practise and apply. ● Pupils will learn in a variety of ways such as using a range of strategies to practise writing words, playing games, working with partners, identifying errors. ● Pupils will be given a word list each week to share at home what they have been focusing on each week. ● Pupils will be assessed at the end of each half term to identify gaps and support the class teacher with further planning. 	<p>NC Nelson No Nonsense Spelling Scheme (Year groups)</p>
<p style="text-align: center;">Tracking Coverage Teachers track coverage in KS2 on a word document.</p> <ul style="list-style-type: none"> ● Track the key words covered ● Highlight words – secure (when made progress) 	<p>tracking</p>
<p style="text-align: center;">Spelling when writing The spelling strategies that we teach must have an impact where they matter most – the children's writing.</p> <ul style="list-style-type: none"> ● Teachers use the same terminology as in spelling ● Explicit links made back to spelling lessons ● Children are taught to 'have a go' using spelling strategies and resources from spelling lessons. The teacher should then identify the errors and help them to correct them. The teacher may support the child by supporting them with the spelling voice. Teachers may prefer to get the children to use the strategy straight into their books or on whiteboards first. ● Teachers model spelling words using the strategies during guided writing – chose spellings that link to the current spelling patterns being learnt, challenging topic vocabulary you want to see in their writing and/or common misspellings you see that children really ought to be able to spell. ● When marking, teachers identify spelling mistakes using an sp of those previously taught, provide feedback and ask them to correct errors. Teachers also give the children positive verbal feedback when children have used the strategies and spelt words correctly. ● Children can check their spelling in a dictionary (can be online) if they are expected to correct work independently. 	<p>Nelson No Nonsense spelling scheme</p>

Writing

<p style="text-align: center;">Homework</p> <ul style="list-style-type: none"> ● List of spellings to be sent home for homework each week. ● Spelling activities that the children are familiar with may be sent home for additional practice if required. ● Spelling scores are recorded by the class teachers half termly. 	<p><i>Spelling list created by teachers and supplemented by CPG SPAG books for each year group.</i></p>
<p style="text-align: center;">Spelling in the environment</p> <ul style="list-style-type: none"> ● Current spelling rule with modelled examples are displayed and referred to ● Previously taught spelling rules are displayed on the wall ● Wall frieze or wall charts are displayed to support children – children should also have their individual copies at their places during spelling lessons and anytime they are writing. 	
<p style="text-align: center;">Phonics</p> <p>All children in Y3 are identified during Autumn 1 continue with phonics after scrutiny of Y1 screening and spelling assessments. Children who do not have a secure knowledge of KS1 phonics will receive phonics interventions. These interventions must be swift and effective helping children to catch up quickly.</p> <ul style="list-style-type: none"> ● Phonics groups will follow the Phonics International scheme and use its resources ● Resources and strategies being taught to these children should also be available and modelled in class ● Spelling for homework will match the spelling being taught in their phonics group ● Pupils will be assessed termly and impact will be measured. 	<p>phonics international scheme and resources levelled books match phonics</p>
<p style="text-align: center;">Teachers monitor and assess the children’s attainment and progress in spelling and use this to inform their practice.</p> <ul style="list-style-type: none"> ● Half termly spelling checks ● termly year group word checks ● Application of strategies whilst writing ● Daily marking and feedback ● Termly writing assessments ● SPaG assessments 	