



Writing



At Layfield, we recognise how essential it is for every child to acquire the relevant knowledge and skills to become an independent writer. We are committed to the development of a school - wide culture where children are supported and encouraged to write with confidence, fluency and understanding for a variety of purposes and audiences and across the curriculum.

We want all our children to be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning.

In order to develop a secure foundation in writing, we recognise the need to follow a clear pathway of progression. Our aims are not just embedded in discrete lessons, but also within the wider curriculum.

Our writing curriculum provides purposeful opportunities for discussion, reading and writing and links closely to the aims of the National Curriculum for English 2014.

The National Curriculum for English (writing) aims to ensure that all pupils :

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

We want Pupils to:

Love learning about English and our rich and varied literary heritage.

Achieve their full potential by gaining high standards of Language and Literacy.

Develop curiosity about language and literature - using their learning to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Have fun, learning new poems, reading new books and creating writing in different genres.

Be inspired by stories, texts and experiences.

Have memorable experiences and discuss them in order to learn.

Learn life skills by understanding how literacy can enrich their lives.

Develop a passion for reading for pleasure and information.

We strive to achieve the intent of the curriculum on a daily basis, through the planning and delivery of engaging lessons. These run for approximately one hour and take place five days a week. This is to ensure continuity, rigour in teaching, the acquisition and retention of knowledge, and the learning of new skills.

Knowledge and skills are woven through all lessons to enable the children to develop mastery - doing more, learning more and remembering more.

Displays and resources are used in class to promote and link reading, writing and discussion. We recognise the important role display and the sharing of completed written work has in teaching and learning. Each class displays and / or shares work in a variety of ways, celebrating children's achievements in school.

Our provision follows the 2014 National Curriculum - "Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects."

We understand fully how spoken language underpins the development of reading and writing. As such, children are taught to speak clearly and convey ideas using standard English. They are assisted in justifying their ideas and giving reasons. They are given opportunities to ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others, and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. We strive to enable them to be able to clarify their thinking as well as organise their ideas for writing.

Building on this foundation, we teach writing using a range of strategies which include:

- Discussions - Sharing first-hand experiences, improvisation, role play, drama, group and class discussions.
- The use of books, other text and stimuli to engage children.
- Talk Partners - Sharing ideas with a partner and discussing ideas, preparation for writing.
- Questioning - Differentiated questioning strategies are used by staff to establish current understanding and develop an individual's learning.
- Modelled Writing – Staff model elements of the writing process to demonstrate the high expectations they have. They vocalise their thoughts throughout the activity to make the writing process explicit. They provide a rich varied vocabulary for the children to utilise in their own work.
- Shared Writing - Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as taking pride in the finished piece.
- Editing, improving and evaluating - The children are taught how to proof-read their work. They are given the time and skills to edit and improve their work. They make suggestions about how to improve the work of other class members.

Through their lessons, the children at Layfield are given opportunities to use these strategies. They develop the stamina and skills needed to write at length and within the wider curriculum. They do so across a variety of genre and for different purposes and audiences. They are taught to spell and use punctuation correctly. There is a clear pathway of progression to facilitate this.

All lessons have a clear objective so that the children understand the purpose of the lesson or series of lessons. Activities are differentiated so that all children can access the lesson and make good progress. Where appropriate, teachers also ensure that children are taught and know how to demonstrate greater depth in their work.

Units of work are planned, focussing on developing the knowledge and skills needed for writing in a particular genre and for specific purposes and audiences. Lessons may often have a cross - curricular approach or link to the class ILP (Topic).

Early Years

In Nursery and Reception, literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences at school through talking, singing, playing, reading and writing. Opportunities are provided so that children develop the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. They are encouraged to observe and join in the diverse ways that different people and communities use literacy for different purposes. Most importantly, the provision and activities mean that writing is engaging, purposeful and creative.

Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. At our school, children are listened to by attentive adults who recognise and value their choices. We offer enjoyable, playful opportunities to being included and involved in the writing practices of their home, early years setting, and community environments.

Children have regular access to experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

| Early Learning Goals |
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| EY |
| Writing Children at the expected level of development will: <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed;• Spell words by identifying sounds in them and representing the sounds with a letter or letters;• Write simple phrases and sentences that can be read by others. |

Key Stage 1 and 2

Our curriculum for writing at key stages 1 and 2 develops pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into composition lessons.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Spelling is taught through an effective phonics programme alongside a structured spelling lessons.

Effective composition is taught by providing opportunities for children to forming, articulate and communicate ideas, and then organise them coherently for a reader. Experiences, vocabulary and ideas are generated and stimulated by a programme of visits, quality texts, audio and visual media and pictures to involves. Children are encouraged to develop and growing awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Opportunities are taken to make links with other areas of the curriculum through topic work.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|-----------------------|----------------------|------------------------|-------------------------|-------------------|-----------------------------|
| Y1 | Enchanted Woodland | Moon Zoom | Bright Lights Big City | Paws Claws and Whiskers | Rio de Vida | Splendid Skies |
| Y2 | Land Ahoy! | Land Ahoy! | Street Detectives | Scented Garden | Wriggle and Crawl | Towers, Turrets and Tunnels |
| Y3 | Heroes and Villains | Scrumdiddlyumptious! | Gods and Mortals | Predator! | Flow | |
| Y4 | Misty Mountain Sierra | I am Warrior | Burps, Bottoms, Bile | Road Trip USA | Blue Abyss | |
| Y5 | Scream Machine | Stargazers | Beast Creator | Time Traveller | Pharaohs | |
| Y6 | Blood Heart | Frozen Kingdom | A Child's War | Darwin's Delight | Hola Mexico | |

Handwriting is further developed from the skills obtained in the EYSF. Children are encouraged to develop fluent, legible and, eventually, speedy handwriting.

Curriculum Coverage

We ensure that a wide range of text types are introduced and revisited in a consistent and progressive manner. Clarity is provided about the purpose of the text type so that children can explore the purpose and audience for their writing in context.

| | Autumn | | Spring | | Summer | |
|------------------|---|-----------|---|------------------|---|-----------|
| Reception | A variety of writing experiences linked to topics, experiences and books. Book connected writing opportunities Oral segmenting and blending Letter introduction and forming Name writing Captions and labels Work connected to Phase 2 and 3 phonics Simple sentences. | | A variety of writing experiences linked to topics, experiences and books. Phase 2 phonics consolidation Phase 3 phonics teaching Simple sentences Basic punctuation Captions, lists and labels | | A variety of writing experiences linked to topics, experiences and books. Phase 3 phonics consolidation Phase 4 phonics teaching Recounts Instructions Simple sentences and basic punctuation Transition for Y1 | |
| Year 1 | Traditional Tales | Entertain | Information Text | Inform | Information Booklet and posters | Inform |
| | Booklet | Inform | Recount | Inform | Instructions | Inform |
| | Instructions | Inform | Letter | Inform | Narrative – Stories with predictable language | Entertain |
| | Recount | Entertain | Narrative | Entertain | Postcards | Inform |
| | Character Description | Entertain | Character Description | Entertain | Poetry | Entertain |
| | Advert | Inform | Poetry | Entertain | | |
| | Report | Inform | | | | |
| Year 2 | Simple Biography | Inform | Recount | Inform | Recount | Inform |
| | Instructions | Inform | Letter | Inform | Non – Chronological Report | Inform |
| | Poster | Inform | Information Text | Inform | Narrative | Entertain |
| | Poetry | Entertain | Instructions | Inform | Letter | Inform |

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|---------------|-----------------------------------|-----------|----------------------------------|-----------|---------------------------------|------------------|
| | | | | | | |
| | Narratives | Entertain | Poetry | Entertain | | |
| | Non – Chronological Report | Inform | Explanation | Explain | Poetry | Entertain |
| | Recount | Inform | Narrative | Entertain | | |
| Year 3 | Non-chronological report | Inform | Recount, | Inform | Newspaper report | Inform |
| | Character description, | Entertain | Character description | Entertain | Instructions, | Inform |
| | Narrative | Entertain | Narrative | Entertain | Diary | Entertain |
| | Newspaper report, | Inform | Non-chronological report, | Inform | Narrative | Entertain |
| | Poetry | Entertain | Poetry | Entertain | Non-chronological report | inform |
| | Recount, bread project | Inform | | | Poetry | Entertain |
| | Instructions | Inform | | | Explanations | Inform |
| Year 4 | Poems | Entertain | Instructions | Inform | Narrative | Entertain |
| | Narrative | Entertain | Narrative | Entertain | Recount | Inform |
| | Explanations | Inform | Poems | Entertain | Instructions | Inform |
| | Character description | Entertain | Explanation | Inform | Poems | Entertain |

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|---------------|-----------------------------------|------------|--|------------|-----------------------------------|------------|
| | | | | | | |
| | Setting Description | Entertain | Leaflet | Persuasive | Biography | Inform |
| | Recount | Inform | Recount | Inform | Letter | Persuasive |
| | Non – Chronological Report | Inform | | | | |
| Year 5 | Recount | Inform | Non – Chronological Report | Inform | Poetry | Entertain |
| | Narrative | Entertain | Letter | Persuasive | Non – Chronological report | Inform |
| | Adverts | Inform | Narrative | Entertain | Narrative | Entertain |
| | Non-Chronological reports | Inform | Narrative (Comic Strips) | Entertain | Recount | Inform |
| | Newspaper Reports | Discuss | Character Studies and descriptive writing | Entertain | Play Scripts | Entertain |
| | Poetry | Entertain | | Inform | | |
| | Letters | Persuasive | Poetry | Entertain | | |
| | Balanced Argument | Discuss | | | | |
| Year 6 | Formal letter | Inform | Informal letter | Inform | Narrative | Entertain |
| | Explanations | Inform | Narrative | Entertain | Postcards | Inform |
| | Narrative | Entertain | Speech | Persuade | Information Leaflet | Inform |

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| | | | | | | |
| | News Bulletin | Inform | Wildlife documentary | Inform | Poetry | |
| | Newspaper article | Inform | Diary | Inform | In the summer term, Year 6 begin to make their own choices about the style of writing they will use for a particular purpose and audience. | |
| | Non – Chronological Report | Inform | Biography | Inform | | |
| | Poetry | Entertain | | | | |

Skills Progression

| EYFS Skills and knowledge progression | | | | | | |
|--|--|--|---|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery Skills | <p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p> | <p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p> | <p>To begin to attempt writing familiar letters, e.g. letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p> | <p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p> | <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p> | <p>Lots of games focussing on oral blending. (Su2)</p> <p>Children are able to identify initial sounds and blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p> |

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| Nursery Knowledge | <p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p> | <p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p> <p>To begin to acknowledge initial sounds and their relevance in the environment (Au2)</p> | <p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p> | <p>To be able to talk about their marks with confidence. (Sp2)</p> <p>(Sp2) To be able to talk about different parts of the story.</p> | <p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p> | <p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p> <p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p> |
| Phonics | Phase 1 | Phase1 Phase 2 One sound per week | Phase 1 Phase 2 One sound per week | Phase 1 Phase 2 One sound per week | Phase 1 Phase 2 One sound per week | Phase 1 Phase 2 One sound per week |
| Reception Knowledge | Knowing that words can be written. (Au1) | Knowing that words can be written. (Au2) | Knowing that words can be written. (Sp1) | Knowing the sounds that the taught phonemes make. (Sp2) | Knowing the sounds that the taught phonemes make. (Su1) | Knowing the sounds that the taught phonemes make. (Su2) |

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| | <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> | <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p> | <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p> | <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p> | <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> | <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p> |
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| | | | | | Knows how to spell some familiar words. (Su1) | |
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Progression for Composition Skills

| Progression in Composition | | | | | | |
|-----------------------------------|--|--|---|--|---|--|
| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Planning & Preparation | <p>Learn to say aloud what they are going to write about.</p> <p>Understand that words can be joined together to make sentences.</p> | <p>Discuss and plan ideas.</p> <p>Write down key words & new vocabulary.</p> | <p>Learn about structure, grammar and vocab of different text types through modelling and discussion.</p> <p>Record ideas in different ways.</p> <p>Organise ideas into paragraphs to group-related materials together.</p> | <p>Learn about structure, grammar and vocab of different text types through modelling and discussion.</p> <p>Record ideas in different ways.</p> | <p>Identify the audience and purpose of different types or writing.</p> <p>Use other similar writing as models for their own.</p> <p>Develop note-taking and research skills.</p> <p>Study different authorial techniques to set characters and settings.</p> | <p>Identify the audience and purpose of different types for writing.</p> <p>Use other similar writing as models for their own.</p> <p>Develop note-taking and research skills.</p> <p>Study different authorial techniques to set characters and settings.</p> |

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| <p>Drafting & Writing</p> | <p>Composing sentences orally before writing.</p> <p>Sequencing sentences to form short narratives.</p> | <p>Compose and rehearse sentences orally.</p> <p>Write narratives about personal experiences and those of others.</p> <p>Write about real events.</p> <p>Write for different purposes.</p> | <p>Compose and rehearse sentences orally, including dialogue.</p> <p>Develop new vocabulary and use it in own writing</p> <p>Include paragraphs in writing.</p> <p>Create characters, setting and plot in narratives.</p> <p>Use simple organisational devices such as headings/sub-headings, in non-narrative.</p> | <p>Compose and rehearse sentences orally, including dialogue.</p> <p>Develop new vocabulary and use it in own writing.</p> <p>Include paragraphs in writing.</p> <p>Create characters, setting and plot in narratives.</p> <p>Use simple organisational devices such as headings/sub-headings, in non-narrative.</p> | <p>Select appropriate grammar and vocabulary for purpose and audience.</p> <p>Describe settings, characters and atmosphere.</p> <p>Move plot forward through dialogue, action and description.</p> <p>Précising longer passages.</p> | <p>Select appropriate grammar and vocabulary for purpose and audience.</p> <p>Describe settings, characters and atmosphere.</p> <p>Move plot forward through dialogue, action and description.</p> <p>Précising longer passages.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Use further presentational and organisational devices.</p> |
| <p>Editing & Evaluating</p> | <p>Re-reading what they have read to make sure it makes sense.</p> <p>Discuss writing.</p> <p>Read writing aloud clearly.</p> | <p>Evaluate writing with others.</p> <p>Re-read writing for sense.</p> <p>Proof-read to check for punctuation, spelling or grammatical errors.</p> <p>Read writing aloud clearly and with expression.</p> | <p>Assess effectiveness of own writing and that of others'.</p> <p>Proof-read to check for punctuation, spelling or grammatical errors.</p> <p>Read writing with appropriate intonation to make meaning clear.</p> | <p>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary.</p> <p>Proof-read to check for punctuation, spelling or grammatical errors.</p> <p>Read writing with appropriate intonation to make meaning clear.</p> | <p>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning.</p> <p>Ensure consistent and correct use of tense.</p> <p>Ensure correct subject/verb agreement, distinguishing between spoken and written language.</p> | <p>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning.</p> <p>Ensure consistent and correct use of tense.</p> <p>Ensure correct subject/verb agreement, distinguishing between spoken and written language.</p> |

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| | | | | | Proof-read to check for punctuation, spelling or grammatical errors. | Proof-read to check for punctuation, spelling or grammatical errors. |
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Skills Progression for Transcription and Spelling

The teaching of spelling is embedded across our curriculum and there are many purposeful opportunities for its development. We use 'Spelling Shed' and follow the progression detailed there. Discrete lessons in spelling take place in each class.

Further to this, children from Reception to Y2 develop a sound knowledge of spelling strategies as part of their daily systematic, synthetic phonics lessons. Regular assessments enable staff to place children into appropriate groups for teaching. These assessments also ensure that children progress through the phonics programme at pace whilst at a rate appropriate to their level of understanding. Those children who are struggling are quickly identified and supported to catch up. Interventions are put in place for those children who did not pass the Y1 Phonics Check (See Reading Curriculum).

Spelling assessments are carried out regularly. These are informed by the National Curriculum and information collected is used to inform subsequent planning.

The school's marking policy also places a strong emphasis on supporting the improvement of spelling. There is a strong focus on Exception Words in KS1 and the use of spelling mats and other resources to support spelling are common across the school.

Progression in Transcription

| Strand | Year 1 | Year 2 | Year 3 & Year 4 | Year 5 & Year 6 |
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| Phonics and Spelling | <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words 'tricky' words.</p> <p>days of the week</p> <p>name the letters of the alphabet.</p> <p>distinguish between different representations of the same sound e.g. or ore au al ough.</p> <p>add prefixes and suffixes (s, es, un, ing, ed, er, est).</p> <p>use the spelling rule for adding s or es as a plural marker.</p> <p>apply simple spelling rules within appendix 1.</p> <p>write from memory simple sentences dictated by the teacher.</p> | <p>Spelling and simple spelling rules - see Appendix 1. segment words into phonemes and represent these by graphemes.</p> <p>learn some common homophones and near homophones e.g. see/sea; won/one.</p> <p>learn to spell common exception words 'tricky' words. some contracted forms e.g can't didn't it's.</p> <p>add suffixes to spell longer words e.g -ment -less -ful write from memory simple sentences dictated by the teacher.</p> | <p>use further prefixes and suffixes and understand how to add them - see appendix 1</p> <p>understand how to place the apostrophe in words with regular and irregular plurals (e.g. children's).</p> <p>continue to spell further homophones.</p> <p>use a dictionary to check a spelling.</p> <p>write from memory simple sentences dictated by the teacher.</p> | <p>use further prefixes and suffixes and understand how to add them - see appendix 1.</p> <p>spell some words with silent letters (knight, psalm, solemn).</p> <p>continue to distinguish between homophones and other words which are often confused.</p> <p>use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spellings of some words need to be learnt specifically.</p> <p>use a dictionary to check a spelling and meaning of words. use a thesaurus.</p> |

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| <p style="text-align: center;">Handwriting</p> | <p>Pupils should be taught to:</p> <p>sit correctly at the table,</p> <p>hold a pencil correctly and comfortably.</p> <p>begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>form capital letters.</p> | <p>Pupils should be taught to:</p> <p>form lower case letters of the same size.</p> <p>begin to use diagonal and horizontal strokes needed to join letters.</p> <p>know capital letters are not joined.</p> <p>write capital letters and digits of the same size and orientation.</p> <p>use correct spacing between words.</p> | <p>Pupils should be taught to:</p> <p>use diagonal and horizontal strokes to join letters.</p> <p>know that capitals are not joined.</p> <p>increase legibility and consistency of handwriting.</p> <p>Ensure lines of writing spaced sufficiently.</p> <p>Ensure ascenders and descenders do not touch.</p> | <p>Pupils should be taught to:</p> <p>write legibly, fluidly with increasing speed and style.</p> <p>develop a personal style</p> <p>choose the appropriate writing implement best suited for the task.</p> <p>use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in capitals).</p> |
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Progression in Transcription – Phonics

| Strand | Year 1 | Year 2 | Year 3 & Year 4 | Year 5 & Year 6 |
|--------|--|---|---|--|
| | <ul style="list-style-type: none"> • f/l/s/z/k • ff/ll/ss/zz/ck • n before k • syllabification • -tch • -v/-ve at the end of words • -s /es endings to plurals • -ing -ed -er endings • -er -est • <u>vowel digraphs and trigraphs:</u> • ai,oi,ay,oy,a-e,e-e,i-e,o-e,u-e, ar,ee,ea, er,ir,ur, • oo,oa,oe,ou,ow,ue,ew,ie,igh,or,ore, aw,au, air, ear, are, • words ending -y • new consonant spellings ph -wh • prefix un • compound words e.g. football • common exception words e.g. the, do. | <ul style="list-style-type: none"> • -ge -dge at the end of words. • variations of g in words. • s sound spelt as c before e i y e.g. ice. • n sound at the beginning of words spelt kn e.g. knock less often gn – gnaw. • r sound spelt wr at the beginning of words e.g. write. • l sound spelt -le and -el -al -il at the end of words e.g. .apple camel petal fossil. • ai sound spelt y at the end of words e.g. July. • add -es to nouns and verbs ending in -y e.g. babies. • add -ed -ing -er -est to a root word ending y with a consonant before e.g. happier happiest. • add -ed -ing -er -est to a root word ending e with a consonant before e.g. hiking hiked. • add -ed -ing -er -est -y to words with one syllable ending in a single consonant after a single vowel e.g. humming & hummed. • or sound spelt before l and ll e.g. always ball. • o sound as in other, mother, Monday. • ey sound as in key. • a as o sound as in want watch squash. • o sound following a w as in world word work. • a after a w as in war, warm, towards. | <ul style="list-style-type: none"> • add suffixes beginning with vowels to words of more than one syllable e.g. forgetting beginner limited. • the i sound represented as y other than at the end of words e.g. myth. • the u sound spelt ou e.g. touch. • additional prefixes: • dis, mis, un, in, il, im, ir, re, sub, inter, super, anti, auto. • suffixes: -ation, ly. • words ending in -ure or -sure. • words that end in -sion. • words that end in -ous. • endings which 'sound like' sion - cian, tion, sion, ssion. • words with the k sound spelt 'ch'- character, echo (Greek in origin). • sh sound spelt 'ch' e.g. chef brochure (French in origin). • words ending with 'g' sound spelt - gue e.g. league. • k sound spelt 'que' e.g. unique. • s sound spelt 'sc/ce' e.g. science. • ei sound spelt ei, eigh, ey e.g. vein, weigh, they. • possessive apostrophe with plural words. • homophones and near homophones. | <ul style="list-style-type: none"> • -tious or cious endings e.g. vicious infectious. • -cial -tial endings e.g. official essential. • -words ending in -ant, ance, ent, ence, ancy, ency e.g. observant, hesitant, tolerance, innocence, frequency. • words ending in -able and -ible -ably - ibly e.g. adorable adorably considerable considerably. • add suffixes beginning with vowels to words ending in -fer e.g. referring transferred. • use of the hyphen to join a prefix to a root word if the prefix ends in a vowel e.g. co-operate and re-enter. • words with 'e' sound spelt ei after c e.g. deceive ceiling (plus exceptions to the rule). • words containing the letter string - ough (which can have many sound variations) e.g. dough through ought plough rough. • silent letters e.g. doubt knight island lamb solemn thistle. • homophones and other words often confused (see appendix 1 for examples). |

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| | | <ul style="list-style-type: none"> • s as in treasure, television, usual. • suffixes - ment -less -ful -less -ly. • apostrophe of contraction e.g can't, didn't, it's. • possessive apostrophe for singular nouns e.g. Megan's the girl's. • words ending in -tion e.g. station, fiction. • homophones and near homophones. • common exception words. | | |
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Our marking policy also places a strong emphasis on supporting the improvement of spelling. There is a strong focus on Exception Words in KS1 and the use of spelling mats and other resources to support spelling are common across the school.

Handwriting

Handwriting is taught using *Collins Primary Focus: Handwriting*. It is a 'comprehensive programme designed to support teachers and children through the stages of learning a clear, fluent, legible and fast style of joined writing from the early stages to the top of the Primary phase.' Additional resources are provided from a range of sources, including '*Letter Join*'. The children are explicitly taught the skill of handwriting during designated lessons that take place each week. This systematic approach ensures development in handwriting throughout each cohort in school.

We have high expectations in handwriting lessons and children are expected to apply these same standards in all their work.

Skills Progression in Grammar and Punctuation

Progression in Grammar and Punctuation

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------|---|---|--|---|---|---|
| Word | <ul style="list-style-type: none"> Plural noun suffixes 's' 'es'. Regular verb endings: 'ing' 'ed' 'er'. Prefix 'un'. Introduce the term verb, adjective and noun. | <ul style="list-style-type: none"> Suffixes: 'ness', 'er'; 'ful', 'less' and 'er', 'est', 'ly' to form new words Compound words: superman, whiteboard. Introduce the term adverb, phrase and pronoun. | <ul style="list-style-type: none"> Use a range of prefixes: i.e. 'super', 'anti', 'auto'. Use of 'a' or 'an' before a noun. Word families: i.e. 'solve', 'solution', 'solver' etc Introduce the term preposition. | <ul style="list-style-type: none"> Use of plural and possessive: 's'. Use of Standard English forms: i.e. 'we were', versus 'we was', 'I did' versus 'I done'. Introduce the term determiner. | <ul style="list-style-type: none"> Use of suffixes to convert nouns or adjectives into verbs: i.e. 'ate', 'ise', 'ify'. Prefixes: 'dis', 'de', 'mis', 'over', and 're'. | <ul style="list-style-type: none"> Use formal vocabulary: (WOW Words). Use of synonyms and antonyms. |
| Sentence | <ul style="list-style-type: none"> Words combined to make sentences. Use of the joining word 'and' to join words and clauses. | <ul style="list-style-type: none"> Use a range of joining words to connect clauses in sentences. Use of expanded noun phrases to give more detail. | <ul style="list-style-type: none"> Use of conjunctions, adverbs and prepositions to express time, place and cause. Use of fronted adverbials to extend simple sentences. | <ul style="list-style-type: none"> Include adjectives, nouns and prepositions to further expand noun phrases. Introduction to clauses; compound sentences and | <ul style="list-style-type: none"> Use of relative pronouns: who, which etc. Use of relative clauses. Use of modal verbs and adverbs to show | <ul style="list-style-type: none"> Use of passive verbs to affect the presentation of information within a sentence. Use vocab and structures appropriate to formal speech and writing. |

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| | | <ul style="list-style-type: none"> Different forms of sentences: command, question etc | <ul style="list-style-type: none"> Replace nouns with pronouns to avoid repetition. | <p>complex sentences.</p> <ul style="list-style-type: none"> Use of both reported and direct speech in some writing. | degrees of possibility. | |
| Text | <ul style="list-style-type: none"> Sequence sentences to form short narratives. | <ul style="list-style-type: none"> Correct use of present and past tense within writing. Use of progressive forms of verbs. | <ul style="list-style-type: none"> Introduction of paragraphs. Use of headings and sub-headings. Use of present perfect forms of verbs. | <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Correct use of pronouns or nouns. | <ul style="list-style-type: none"> Build cohesion within a paragraph. Link ideas across paragraphs through use of adverbials. | <ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices. Use of layout devices. |
| Punctuation | <ul style="list-style-type: none"> Finger spaces Use of capital letters and full stops. Introduction to question marks and exclamation marks. | <ul style="list-style-type: none"> Use of capital letters and full stops. Use of exclamation and question marks. Use of commas in lists. Use of apostrophes | <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. Use of commas after fronted adverbials. | <ul style="list-style-type: none"> More specific and accurate punctuation within speech sentences. Use of possessive apostrophes to mark plural possession. | <ul style="list-style-type: none"> Use of brackets, dashes or commas to show extra information within sentences. Use of commas to clarify meaning and avoid ambiguity. | <ul style="list-style-type: none"> Use of semi-colon, colon and dash to separate main clauses within sentences. Use of colon to introduce a list and semi-colons within lists. Use of hyphens to avoid ambiguity. |

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| | | for contractions. <ul style="list-style-type: none"> Use of possessive apostrophe for singular nouns. | | | <ul style="list-style-type: none"> Use of semi-colon to separate 2 main clauses within a compound sentence. | |
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Expected outcomes at the end of each year (ARE- Age Related Expectations).

Where qualifiers are used, they have consistent meaning: ‘most’ indicates that the statement is generally met with only occasional errors; ‘many’ indicates that the statement is met frequently but not yet consistently; and ‘some’ indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

References to common exception words and spelling lists relate to the lists in the appendix in the National Curriculum for English

| | |
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| Reception | Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. |
| Y1 | The pupil can, after discussion with the teacher: Orally compose sentences Read their own work aloud to check for sense Write simple narratives with sequenced events (real or fictional) Write phrases and sentences for a range of purposes Make some effective use of story language (e.g. Once upon a time) Demarcate some sentences in their writing with capital letters and full stops or question marks Use ‘and’ to join clauses |

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| | <p>Make some use of capitals for proper nouns</p> <p>Spell many Y1 common exception words</p> <p>Use a range of graphemes to spell words with long vowel phonemes and show increasing awareness of spelling rules</p> <p>Make some use of 'ing' and 'ed' suffixes</p> <p>Pluralise regular nouns</p> <p>Maintain finger spaces between words</p> <p>Form letters with correct orientation and from the correct starting point</p> |
| <p>Y2</p> | <p>The pupil can, after discussion with the teacher:</p> <p>write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>write about real events, recording these simply and clearly</p> <p>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>use present and past tense mostly correctly and consistently</p> <p>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>spell many common exception words</p> <p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p> |
| <p>Y3</p> | <p>The pupil can, after discussion with the teacher:</p> <p>write for a range of purposes</p> <p>in narrative, create setting, characters and a beginning, middle and end</p> <p>in non-narrative, make some use of simple devices to structure the writing (e.g. headings)</p> <p>make some use of paragraphs to organise ideas around a theme</p> <p>use a range of conjunctions for co-ordination and subordination</p> <p>add detail and precision in their writing through effective use of adjectives, adverbs and prepositions</p> <p>demarcate most sentences in their writing using capital letters, question marks, exclamation marks and commas for lists</p> <p>make some use of apostrophes for contraction and possession</p> |

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| | <p>demarcate some direct speech correctly</p> <p>use past and present tense mostly correctly and consistently</p> <p>spell correctly some of the words from the year 3/4 spelling list</p> <p>use and apply the spelling rules for prefixes, suffixes to spell most words correctly in their writing.</p> <p>write legibly using many joins</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p> |
| <p>Y4</p> | <p>The pupil can, with increasing independence:</p> <p>write effectively for a range of purposes</p> <p>use a range of conjunctions</p> <p>use some adverbs and prepositions</p> <p>use paragraphs to organise ideas</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings and sub-headings)</p> <p>in narratives, create settings, characters and simple plot</p> <p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>use some direct speech, punctuating it correctly</p> <p>make some use of fronted adverbials, punctuating them correctly</p> <p>use and maintain the appropriate verb tense in most of their writing</p> <p>spell correctly most of the words from the year 3/4 spelling list</p> <p>write legibly using mostly joined handwriting</p> <p>identify and correct some spelling and punctuation errors in their own work</p> |
| <p>Y5</p> | <p>The pupil can, with increasing independence:</p> <p>write effectively for a range of purposes showing some awareness of the intended audience</p> <p>use a range of devices to build cohesion across paragraphs (e.g. conjunctions, adverbials, pronouns)</p> <p>create a link between the first and last paragraphs in non-narrative writing</p> <p>vary sentence structure to reflect what the writing requires, including the use of subordinating conjunctions and embedded clauses to add interest and detail</p> <p>use some parenthesis to add information, using correct punctuation</p> <p>integrate dialogue in narratives, using correct punctuation</p> |

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| | <p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction and possession correctly</p> <p>use Standard English in most writing, unless for effect</p> <p>spell correctly some words from the Year 5/6 spelling list</p> <p>identify and correct spelling and punctuation errors in their own work and use a dictionary when necessary</p> <p>write legibly using joined handwriting in most work</p> |
| Y6 | <p>The pupil can:</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>in narratives, describe settings, characters and atmosphere</p> <p>integrate dialogue in narratives to convey character and advance the action</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>maintain legibility in joined handwriting when writing at speed.</p> |

Progression within expected Writing outcomes across different genre

| To Entertain - Narrative | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|--|---|
| <p>The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.</p> | <p>Simple narratives and retellings are told/ written in first or third person.</p> <ul style="list-style-type: none"> • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create | <p>Narratives and retellings are told/ written in first or third person</p> <ul style="list-style-type: none"> • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of Blue , jumper instead of top, policeman instead of | <p>Narratives and retellings are written in first or third person.</p> <ul style="list-style-type: none"> • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic | <p>Narratives and retellings are written in the first or third person.</p> <ul style="list-style-type: none"> • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters thoughts and to move the narrative | <p>Narratives and retellings are written in first or third person.</p> <ul style="list-style-type: none"> • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through confident vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language to consciously engage the reader. • Dialogue is used to convey characters' thoughts and to | <p>Narratives and retellings are written in first or third person.</p> <ul style="list-style-type: none"> • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non sequentially (e.g. flashbacks), exercising conscious control over levels of formality. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language, using what they have read as models for their own writing. • Language is |

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| | | man) etc. | sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) | forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. | move the narrative forward. | selected, showing good awareness of the audience and purpose for writing. • Dialogue is used to create atmosphere, convey character and advance the action |
|--|--|-----------|--|--|-----------------------------|---|

| To Entertain - Reports | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|---|---|---|
| <p>Common forms of report text:</p> <p>Describing aspects of daily life in history (e.g. fashion, transport, buildings)</p> <ul style="list-style-type: none"> • Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) • Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles | <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple nonchronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> | <p>Use present and past tense throughout writing</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions e.g. because to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> | <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p> | <p>Create cohesion through the use of nouns and pronouns</p> <p>Use of paragraphs to organise ideas</p> | <p>Create cohesion within paragraphs using adverbials</p> <p>Parenthesis can be used to add additional information</p> <p>Use layout devices to provide additional information and guide the reader</p> | <p>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms</p> <p>The passive voice can be used</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.</p> |

| To inform: recounts | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|--|---|---|
| <p>Structure often includes:</p> <ul style="list-style-type: none"> • orientation such as scenesetting or establishing context (It was the school holidays. I went to the park ...) • an account of the events that took place, often in chronological order (The first person to arrive was ...) • some additional detail about each event (He was surprised to see me.) • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</p> | <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> | <p>Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases</p> | <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</p> | <p>Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> | <p>Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p> | <p>Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> |

| To inform: non-chronological reports | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------------|----------------------|-------------------|---------------------|-------------|---------------------|------------------|
| General structure: | Although, the Year 1 | Consistent use of | Express time, place | Use fronted | Indicate degrees of | Adapt degrees of |

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| <p>A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</p> <ul style="list-style-type: none"> The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. | <p>curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> | <p>present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because</p> | <p>and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation</p> | <p>adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronoun</p> | <p>possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words</p> | <p>formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used</p> |
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| To inform: instructions | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>General structure: Begin by defining the goal or desired outcome. E.g. How to make a board game.</p> <ul style="list-style-type: none"> List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need | <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National</p> | <p>Use of command sentences Commas in lists</p> | <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |

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| <p>to be followed to achieve the stated goal.</p> <ul style="list-style-type: none"> Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat | Curriculum for Year 1. | | | | | |
|---|------------------------|--|--|--|--|--|

| To Persuade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--------|--------|--|---|---|---|
| <p>General structure: An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.)</p> <ul style="list-style-type: none"> Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) | N/A | N/A | <p>Written in present tense</p> <p>Rhetorical questions</p> <p>Effective use of noun phrases</p> <p>3 Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Use present perfect form of verbs</p> | <p>Create cohesion through the use of nouns and pronouns</p> <p>Use adverbials e.g. therefore, however...</p> <p>Use paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> | <p>Modals can be used to suggest degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> | <p>Make formal and informal vocabulary choices</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>The passive voice can be used in some formal persuasive texts</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> |

| To Discuss | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--------|--------|--------|--------|--|---|
| <p>The most common structure includes:</p> <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>Discussion texts usually end with a summary and a statement of recommendation or conclusion.</p> <p>The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</p> | N/A | N/A | N/A | N/A | <p>Consistent use of present tense (Y2)</p> <p>Use present perfect form of verbs (Y3)</p> <p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p> <p>Heading and subheadings used to aid presentation (Y3)</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p> | <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Make formal and informal vocabulary choices</p> <p>Use the passive voice to present points of view without</p> <p>Adapt degrees of formality and informality to suit the form of the discussion</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Make formal and informal vocabulary choices</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses</p> |