

**English**

**Planning**

**Guidance for Staff (KS2 Reading UPDATED MARCH 2023)**

**Pendeen School English Principles**

**Intent**

Our English curriculum broadly follows the National Curriculum for England.

Our first step in teaching English is to develop children’s oracy – speaking and listening skills which form a crucial part of a child’s development and success in reading and writing.

Each child that attends Pendeen School will read at an age-related expectation, supported where additional needs are identified. When reading is difficult, children do not enjoy the experience according to Clark & Rumbold (2006).

Our motto for children’s approach to writing is ‘experience first’ which gives children a hook into their quality and often book- or audio-visually-based learning; when children have a real experience, it allows them to discuss, visualise, recall and recount orally, ensuring they are more readily available to write about their experience later on.

From Reception through to Year 6, our pupils will develop into competent and articulate speakers and writers who can communicate their ideas and contributions effectively.

Writing that children undertake at Pendeen School will always have purpose in which the children are invested.

We believe that it is vital that the standards of writing in traditional ‘English’ lessons shall be upheld across the whole curriculum, setting high standards for the children in our school.

At Pendeen school we expect that all children are able to decode and comprehend age appropriate materials successfully by the end of key stage 1.

To provide a love of reading through carefully planned lessons, and access to a range of good quality books. In KS1, children will have access to choosing a ‘bedtime read’ that they are able to take home and share with their adult, they can keep this for as long or as little as they like.

By the end of Key stage 2 all children will be able to read confidently in all areas of the curriculum.

Children who fall into the bottom 20% are quickly picked up and receive 1:1 tutoring for RWI, which is assessed every half term.

**Implementation**

Our English learning is based on books linked to science, history, geography or other foundation subjects. The books and themes are chosen to meet the interest of the children as well as ensuring they can access culturally rich knowledge and develop the lifelong skills they need to communicate effectively. The beginning of each topic shall see children experiencing a ‘hook’ into their learning through an experience, a trip or an in-school visitor that will spark their interest.

Through a ‘plan backwards’ approach taken by the class teacher, the children will be guided towards their eventual learning aim, usually in 1-2 week blocks, through a range of learning activities giving opportunity for developing oracy, covering SPaG, transcription and composition outcomes, discussing and improving ideas, understanding form and structure, planning writing, and eventually writing their final piece. The genres that children cover will be age appropriate and throughout their learning at Pendeen School will increase in complexity as their knowledge and skills develop.

**Reading - Daily 1-hour lesson for all children**

In Early Years and KS1, all children will follow the Read Write Inc scheme for phonics, giving a systematic, synthetic phonics introduction to reading with complete fidelity to the scheme since it provides the best outcomes for children.

On completion of the Read Write Inc scheme (often in Year 2), children will commence a programme introducing them to comprehension using Literacy Shed + materials at an age-related level, alongside accessing the Accelerated Reader Scheme,

In KS2, all children will be given access to the ‘Accelerated Reader’ scheme and ½ hour of each reading lesson will be dedicated to independent reading, using library books with children ‘quizzing’ after completion of a book. During this time, the teacher will listen to children read, assess progress and support children to choose books at an appropriate level, according to their ZPD, their interests and the level of challenge needed. In addition, classes in KS2 will follow the plan below:

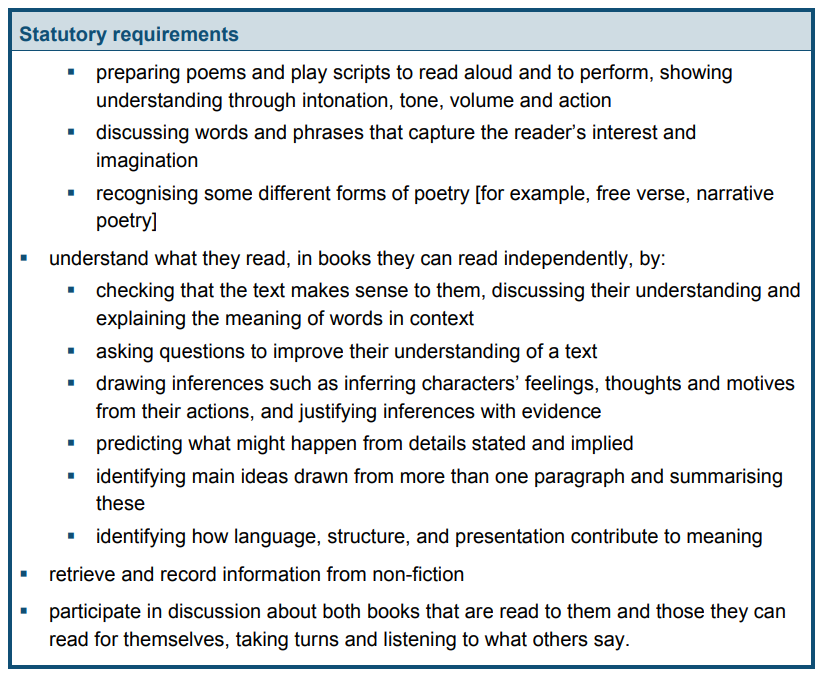
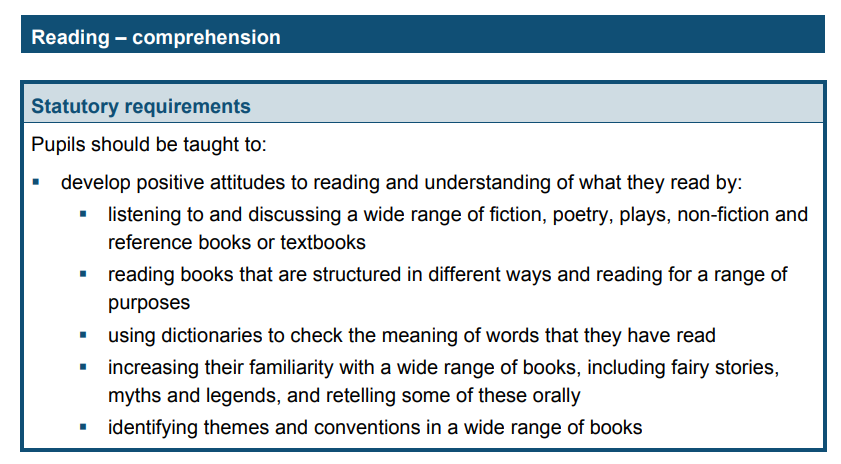
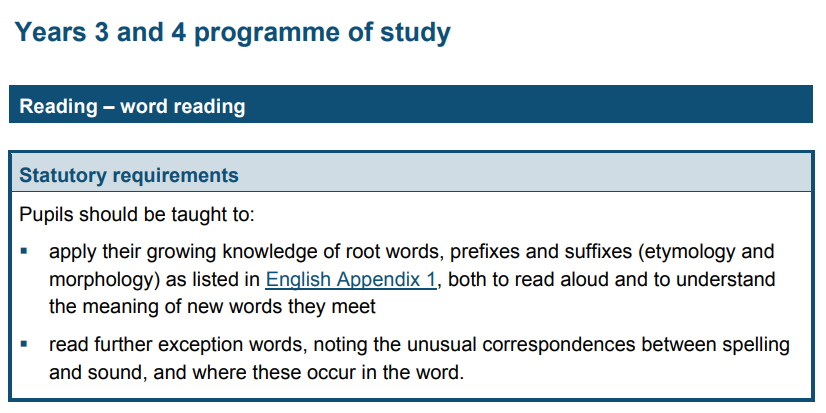
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| Monday (Week 1) | Tuesday (Week 1) | Wednesday (Week 1) | Thursday (Week 1) | Friday (Week 1) |
| **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** |
| * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home |
| **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** |
| **VIPER FOCUS:** Retrieval  **ACTIVITY:** Literacy Shed + ‘Read all about it’ – **News Shed** – Share newest publication & discuss interesting articles using **VIPERS** techniques to answer questions.  Teacher to use “I do, We do, You do” approach to model effective ways of applying skills.  Focus on information retrieval including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:**  Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). | **VIPER FOCUS:** Explanation; Summary  **ACTIVITY:** Complete a Literacy Shed + reading **VIPERS** comprehension **activity with questions** using paired and shared reading techniques to discuss and explain reasons/answers.  Focus on explanation and summary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). | **VIPER FOCUS:** Vocabulary  **ACTIVITY:** Cracking Comprehension – Teacher Led ‘Crack it’  Children to use and apply their understanding of VIPERS to crack the comprehension. Use **paired/shared reading** to promote discussion and verbal explanations.  Focus on vocabulary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:**  Rockerbox News to embed understanding  Picture/film clip inference: **SHOW** NOT **TELL** – use what you can see to answer VIPERS style questions linked to feelings, thoughts, emotions. | **VIPER FOCUS:** Explanation; Summary  **ACTIVITY:** Complete a Literacy Shed + reading **VIPERS** comprehension **activity with questions** using paired and shared reading techniques to discuss and explain reasons/answers.  Focus on explanation and summary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). | **VIPER FOCUS:** Inference; Prediction  **ACTIVITY:** Literacy Shed +or **Once Upon a Picture** **photo/film** clips linked to **VIPERS inference.**  Children to use **SHOW not TELL** techniques to use and apply their understanding of inferring judgments form a stimulus.  Focus on inference and prediction including explicit modelling (each session) by teacher to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Children working with a partner to go through answers together to look at and **discuss most effective** ways to answer including key vocabulary and techniques used to gather data/information. |

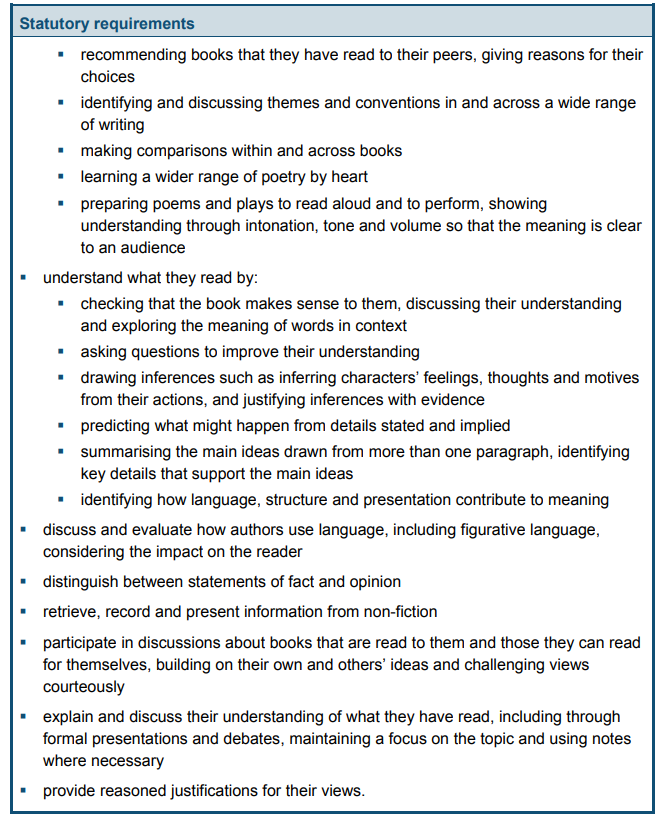
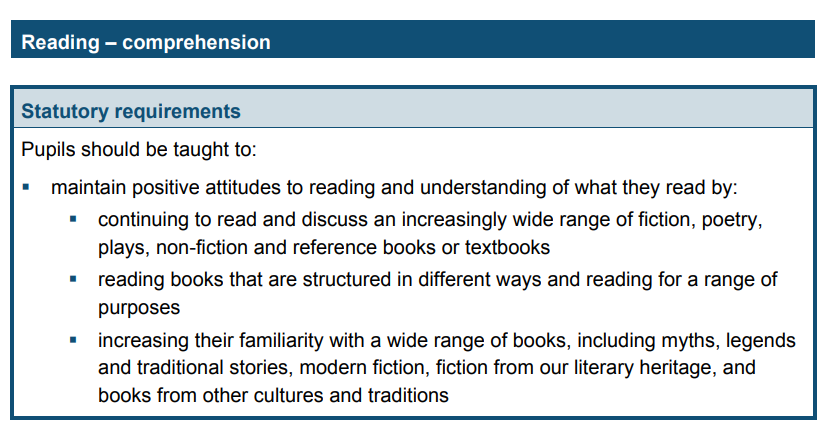
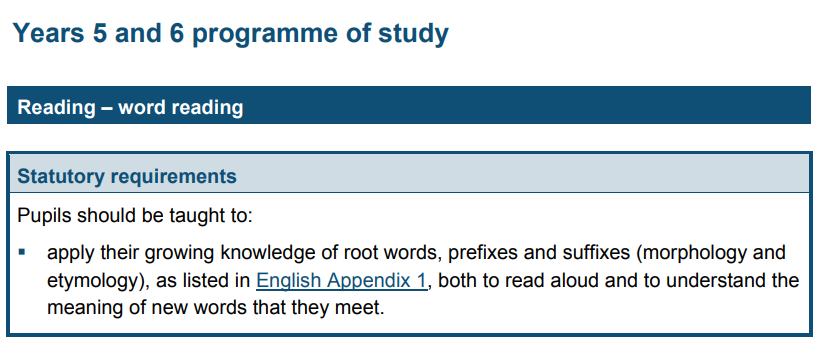
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| Monday (Week 2) | Tuesday (Week 2) | Wednesday (Week 2) | Thursday (Week 2) | Friday (Week 2) |
| **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** | **30 Minutes Reading** |
| * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home | * Independent Reading - AR books which are kept in school (DAILY) * Reading AR book with / to an adult at least twice a week * Accelerated Reader (AR) Quiz – when book is finished   Each child to have home reading book which is kept at home |
| **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** | **30 Minutes VIPERS** |
| **VIPER FOCUS:** Vocabulary  **ACTIVITY: Cracking** **Comprehension** – Teacher Led ‘Crack it’  Children to use and apply their understanding of VIPERS to crack the comprehension. Use **paired/shared reading** to promote discussion and verbal explanations.  Focus on vocabulary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:**  Rockerbox News to embed understanding  Picture/film clip inference: **SHOW** NOT **TELL** – use what you can see to answer VIPERS style questions linked to feelings, thoughts, emotions. | **VIPER FOCUS:** Retrieval  **ACTIVITY:** Literacy Shed + ‘Read all about it’ – **News Shed** – Share newest publication & discuss interesting articles using **VIPERS** techniques to answer questions.  Teacher to use “I do, We do, You do” approach to model effective ways of applying skills.  Focus on information retrieval including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:**  Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). | **VIPER FOCUS:** Explanation; Summary  **ACTIVITY:** Complete a Literacy Shed + reading **VIPERS** comprehension **activity with questions** using paired and shared reading techniques to discuss and explain reasons/answers.  Focus on explanation and summary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). | **VIPER FOCUS:** Inference; Prediction  **ACTIVITY:** Literacy Shed + or **Once Upon a Picture** **photo/film** clips linked to **VIPERS inference.**  Children to use **SHOW not TELL** techniques to use and apply their understanding of inferring judgments form a stimulus.  Focus on inference and prediction including explicit modelling (each session) by teacher to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Children working with a partner to go through answers together to look at and **discuss most effective** ways to answer including key vocabulary and techniques used to gather data/information. | **VIPER FOCUS:** Explanation; Summary  **ACTIVITY:** Complete a Literacy Shed + reading **VIPERS** comprehension **activity with questions** using paired and shared reading techniques to discuss and explain reasons/answers.  Focus on explanation and summary including explicit modelling by teacher (each session) to whole class and from teaching assistants to specific children including SEND (each session).  **EXTENSION / EMBEDDING:** Rockerbox News to embed understanding  Quizizz/Kahoot challenge linked to **VIPERS** skills to develop and provide opportunities to **use/apply understanding** (can linked to class reader if required). |

**From the Programme of Study, VIPERS reading sessions will include these skills:**

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| **VIPERS reading skills** | **Year 3/4** | **Year 5/6** |
| **Vocabulary** | * use dictionaries to check the meaning of words that they have read * check that the text makes sense to them, discuss their understanding and explain the meaning of words in context * discussing words and phrases that capture the reader’s interest and imagination * ask questions to improve their understanding of a text * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes | * use dictionaries to check the meaning of words that they have read * check that the book makes sense to them, discuss their understanding and explore the meaning of words in context * ask questions to improve their understanding * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
| **Inference** | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying themes and conventions in a wide range of books | * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * drawing inferences such as inferring Discuss how characters change and develop through texts by drawing inferences based on indirect clues. * Make inferences about events, feelings, states backing these up with evidence. * Use figurative language to infer meaning. |
| **Prediction** | * predicting what might happen from details stated and implied | * predicting what might happen from details stated and implied * Support predictions by using relevant evidence from the text. * Confirm and modify predictions in light of new information. |
| **Explanation** | * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * identifying how language, structure, and presentation contribute to meaning * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say * discussing words and phrases that capture the reader’s interest and imagination * identify morals and messages in a story | * identifying and discussing themes and conventions in and across a wide range of writing * recommending books that they have read to their peers, giving reasons for their choices * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary * provide reasoned justifications for their views. |
| **Retrieval** | * retrieve and record information from non-fiction | * retrieve, record and present information from non-fiction * Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. * They use evidence from across whole chapters or texts |
| **Summary** | * identifying main ideas drawn from more than one paragraph and summarising these * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * making comparisons within and across books * earning 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 |

**Programme of Study for Y3/4 and Y5/6:**

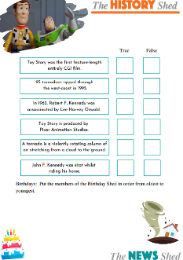
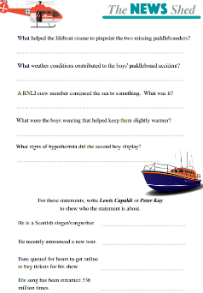




**Examples of VIPERS activities across a week will look like:**

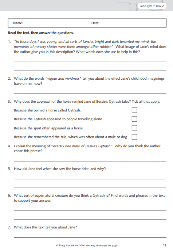
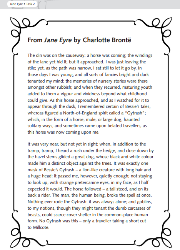
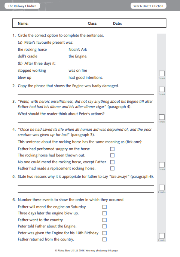
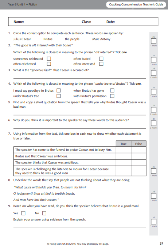
**Literacy Shed + News shed (texts and questions) –**

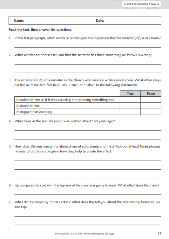




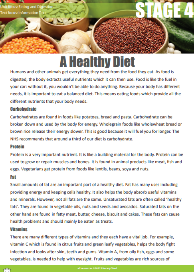
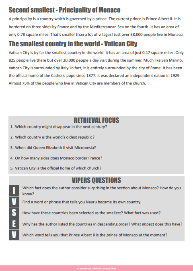


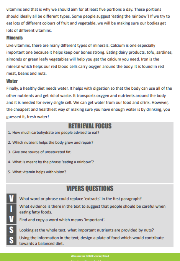
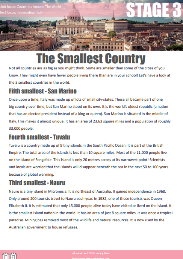
**Cracking Comprehension (texts and questions) –**

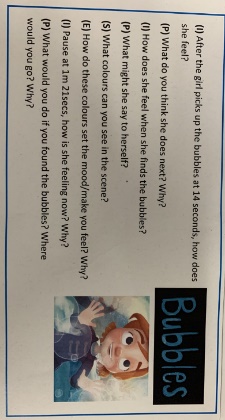




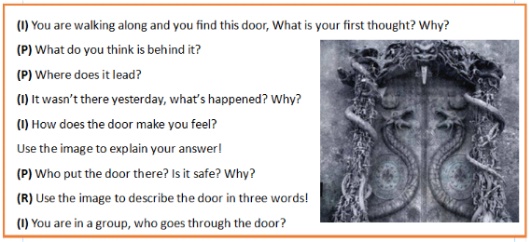
**Literacy Shed + VIPERS comprehension activity (texts and questions) –**







**Film/image inference (image or film clip and questions) -**



**Books being read (during writing/reading lessons) from ‘100 books for children/of the last 100 years’:**

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| **Kynsa** | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Owl Babies** | **TTS- One Snowy Night** | **TTS – Paddington at the Palace/ Cottonwool Colin** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **TTS – Sparkle and Shine** | **TTS – Fairy Tales** | **TTS - Tiddler** |

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| **Nessa** | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **TTS - Goldilocks/ On the Way Home** | **TTS - Pirates Next Door/ Light House Keeper** | **TTS - How to Plant a Bean** |
|  |  |  |  |
| English | **TTS - Squirrels who Squabbled/ Senses poem/ Letters to Father Christmas** | **TTS - Caterpillar Shoes/ Harry and his bucketful of Dinosaurs** | **TTS - Seasonal poetry** |

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| Teyr | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **The BFG** | **How to Train your Dragon** | **Eye of the Wolf** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Song of the Dolphin Boy** | **Three Little Wolves & the Big Bad Pig** | **Journey** |

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| Peswara | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Saxon Boy** | **Boy in the Striped Pyjamas / Carrie’s War/Cosmic** | **The Lion, The Witch & The Wardrobe**  **Friend or Foe**  **War Horse** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Cogheart** | **Who Let the Gods Out?** | **Inside Out (AV)** |



**End of day reader from ‘100 books for children/of the last 100 years’:**

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| --- | --- | --- | --- |
| **Kynsa** | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Percy the Park Keeper** | **Mr Gumpy’s Travels** | **Kings and Queens/Minibeasts** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Sparkle and Shine** | **Once Upon a Time** | **Beside the Sea** |

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| --- | --- | --- | --- |
| **Nessa** | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **The BFG** | **Pippi Longstocking/ Amazing Grace** | **The twits/ Esio Trot/ George’s Marvelous Medicine** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Christmas Story – farting/pooing reindeer!** | **Julia Donaldson range of books for children to choose** | **Where the Wild Things Are/ Going on a Bear Hunt/ Mr Majeka// Tiger Who Came to Tea/ Flat Stanley** |

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| Teyr | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Charlie and the Chocolate Factory** | **Wonder** | **Sheep Pig** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **The Enchanted Wood** | **Famous 5** | **Diary of a Wimpy Kid** |

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| Peswara | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Cogheart** | **Kensuke’s Kingdom** | **The Boy at the Back of the Class** |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Pigheart Boy** | **Holes** | **Cosmic/Carrie’s War** |

**Systematic Synthetic Phonics delivery**

To deliver Read Write Inc (RWI) where children learn their 44 sounds and corresponding graphemes, to be able to read, write and spell successfully.

Phonics will be taught from day one in reception, where children will be exposed to phonological awareness games and activities before they formally start to learn their letter sounds.

Children in KS2 who are not readily applying phonic knowledge shall be engaged with the RWI Fresh Start scheme to give further support with both reading and writing, which is delivered daily in small groups.

Each lesson consists of learning a new sound, revisiting previous sounds, writing the sound, spelling, reading and writing in books that meet the children’s level of groupings.

Intervention will be delivered on a daily basis bespoke to the child’s needs (following the RWI 1:1 tutoring programme, see Oxford owl for planning) and close observation during the RWI lesson.

All children to read to an adult twice a week. Some children will be heard on a daily basis, dependent on need.

Each child in KS2 (and KS1 on completion of the RWI programme), will be assessed half-termly using the Accelerated Reader ‘Star Reading’ test to assess fluency, vocabulary and comprehension. Children will be grouped by ‘stage, not age’ to ensure they are accessing the right level of support for their needs. The results of the test will determine the level of intervention required.

The second ½ hour of each reading lessons will consist of activities including the explicit teaching of VIPERS skills(teachers to plan VIPERS activities and opportunities to best suit needs):

* PAIRED/ SHARED reading of texts with discussion throughout modelled by adults
* Literacy Shed Plus comprehensions – 1-2 per week – linked to topic or area of interest (Encompassing reading VIPERS strategies (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise).
* Use of Kahoot and Quizizz to embed skills
* Use of Rockbox News
* Images from Once Upon a Picture
* SHOW not TELL/photo inference opportunities
* ALL children, every day, are read to/read from 100 best books for children
* Cracking Comprehension activity – up to 2 days per fortnight – 1 day to model comprehension skills and 1 day for children to complete an independent activity – years 3 – 6.
* TestBase comprehension activities/extracts linked to ‘PEE’ technique – POINT EVIDENCE EXPLAIN
* News Shed – 1-2 days per fortnight – reading and interpreting a range of texts – Year 3 and 4 completing one of the comprehension activities – year 5 and 6 completing all of the activities from one publication (Encompassing reading VIPERS strategies (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise).
* Book Talk

Where children in KS2 are not accessing reading materials at an age appropriate level, assessment for suitability for the RWI Fresh Start scheme should be completed and an appropriate reading group established to revisit phonics teaching and support the child(ren) to make rapid progress towards ARE. Again, complete fidelity to the scheme ensures children make good progress.

Furthermore, children will enjoy a shared, whole class read at the end of each day, linked to foundation topic or class interest to further foster a love of reading.

**Writing - Daily 1-hour writing lesson**

Writing in EYFS will be delivered, from a transcription point of view, through the Read Write Inc phonics scheme. Composition, however will be delivered as part of continuous provision through mark making and encouragement by the class teacher and teaching assistant, linked to real or roleplay events, and mainly based in oracy – allowing children to define what they wish to write/say before asking them to commit to saying it. Focus is around shared stories, nursery rhymes, songs and a variety of oracy strategies (as outlined in the Teacher Planning book).

Writing in KS1 and 2 will encompass spelling, punctuation and grammar, composition and transcription, based around real experiences – for example having a creative hook of an ‘alien’ space craft crash landing might begin a science topic with linked space story such as Cosmic by Frank Cottrell Boyce, linked to science or foundation subjects, wherever possible. Writing will have purpose and clearly defined outcomes (outlined in the Teacher Planning book in the weekly MTP, using the ‘plan backwards’ approach to ensure outcomes are effective for driving children’s progress).

Handwriting practice will be delivered daily as part of a writing lesson, following the Letter Join scheme to ensure coverage and development and sustainability of a child’s cursive handwriting through to year 6, ensuring all children are fluent and comfortable with the act of writing. Any children demonstrating concern or issue with handwriting should be assessed for suitability for Fun-Fit to develop gross motor skills and interventions to develop fine motor skills should be devised by the class teacher.

Separately, through a whole school independent writing activity, children’s writing is assessed every half term against KPIs for year group, and planning for the class is based on findings.

Oracy is at the heart of planning and delivery with opportunities to improve speech and language, develop vocabulary and compose writing should feature in all lessons.

Programme of precise interventions for all children falling behind in reading and writing, formed in collaboration with the school SENDCo and parents as required.

All writing books and reading is monitored by all teachers twice each half term. Children who identify with additional support needs during this monitoring enter the ‘assess, plan, do, review’ cycle, ensuring no child is left behind, all needs are addressed and further support from SENDCo and professional services can be accessed at the earliest possible time.

**Impact**

We will use Target Tracker tool to track children’s progress, and all children achieve their potential in Reading and Writing. Lesson observations and results of questionnaires show enjoyment and engagement in learning from all children

Impact will be measured children are able to effectively articulate their ideas by the time they reach the end of Key Stage 2. Pendeen School students will be skilled orators; they shall be able to participate in a final year production where they are able to demonstrate their understanding through use of tone and intonation.

By the end of key stage one and two, 80% of children will reach age related expectations in reading and writing, with 20% demonstrating greater depth within the standard.

Positive progress shall be demonstrated at the end of Key Stage 2 in reading and writing.

Further, children will be able to effectively communicate their thoughts and ideas in writing to ensure they are prepared for their next steps in secondary school.

Resources for planning

**Read Write Inc – Oxford Owl**

<https://www.oxfordowl.co.uk/>

All staff have their individual logins

Read Write Inc Handbook – See Suzanne Earley for a copy, (also available on line through Oxford Owl)

Read Write Inc Fresh Start Handbook in KS2 – See Suzanne Earley for a copy (also available on line through Oxford Owl)

Oxford Owl have all the teaching resources required for the smooth delivery of the RWI and Fresh Start Scheme

**Spelling Shed & Literacy Shed Plus (Admin)**

<https://www.edshed.com/en-gb/>

u: ataylor@pendeen.cornwall.sch.uk

p: Davenscribe1402

**Accelerated Reader**

<https://ukhosted117.renlearn.co.uk/1894437>

u: admin

p: admintr197se

**Cracking Comprehension**

All files saved at Staff Shared > English > Cracking Comprehension

**Letter Join**

<https://www.letterjoin.co.uk>

u: pendeen

p: tr197se

**Discovery Espresso**

<https://online.espresso.co.uk/espresso/login/Authn/UserPassword>

u: ataylor@pendeen.cornwall.sch.uk

p: Doodle1402

**Every Piece, Every Time**

Document saved at Staff Shared > English > Every Piece, Every Time

**Writing assessment and moderation**

End of KS1 and End of KS2 assessments saved at Staff Shared > English > Writing Assessment and Moderation – all children’s writing assessments should be mapped against these outcomes to ensure coverage of end of Key Stage requirements can be met by the time the child reaches the end of Year 2 and Year 6. All teachers are responsible for playing their part in end of key stage outcomes.

**Lesson Structure**

Lesson structure for writing will vary, depending upon the focus skill or lesson outcome.

A typical two-week writing timetable in KS1 may consist of:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1  **Character descriptions** | Hook – Teacher in role – as Rainbow Fish (RF).  Shares the story EVERY DAY with chn.  Teacher shares sequins as fish scales with each child, who is given a Rainbow Fish mask/puppet to take on their own role.  What might you want to ask the Rainbow Fish to get to know her? – Build a list of questions together.  Interview the teacher in role as RF.  Children interview each other as the other fish having received their scales.  Plenary – Gather emotion words as RF and other Fish/answers to some of the questions. Display on WW.  No written outcome. | 10-minute starter activity – correcting and adding capital letters. Use Discovery Espresso capital letters video prompt: <https://app.discoveryeducation.co.uk/learn/videos/1cde8b07-a298-4d6a-a6e4-36d004975e59>  Fix the capital letters - <https://www.twinkl.co.uk/resource/fix-the-sentence-activity-cards-to-support-teaching-on-the-rainbow-fish-t-l-527692>  Teacher resource – The Rainbow Fish is \_\_\_\_\_\_\_\_\_\_\_\_\_ (adjective) – 5 sentences – 3 with sentence starter, 2 without. Using yesterday’s impressions of RF.  Print examples from IWB for WW. | Extension activity from yesterday – coordination with and.  The RF is \_\_\_\_\_\_ and \_\_\_\_\_\_ x 3 and 2 sentences without structure. Chn can use yesterday’s adjectives to start with. Reminders of ‘every piece, every time.  Triads – peer assess - read a sentence, correct a sentence until all 5 are complete for all chn in gp.  Plenary Move on to their own fish character. How is your fish different to RF?  The RF is kind and my fish is \_\_\_\_\_. | Focus – what do the fish look like?  Chn opportunity to explore the images from the book – on IWB and in the book.  Chn to jot their ideas in pairs into their magpie journal.  Chn then write 5 sentences (In writing book).  i.e. The RF is friendly and has shiny fins.  The clownfish is orange and is grumpy.  Based on pictures provided to them – worksheet teacher created. | Week 4 Spelling Rules – Spelling Shed Scheme 30 minutes  Editing skills – how to proofread someone’s work.  Oracy activity – children read their work to others and have it read back to them.  Does my writing make sense?  Have I used everything in the ‘Every Piece, Every Time’? |
| Week 2  **Character descriptions** | Action focus.  Children in role as RF characters – use puppets/masks from last week.  Active lesson – in hall or outside as appropriate.  Children behave as RF characters – how do they move? How do they meet & greet each other?  Can they meet each other kindly? What shows kindness if they can’t speak? What if they can?  Can they meet and be grumpy?  Can they be angry?  Chn move in role of their fish character.  Back into class – whole class notes – how do they move? Joining adjectives to adverbs – swim quickly, speak kindly, glides quietly- add WW. | Replacing ‘The Rainbow Fish’ with he/she  Modelled sentence: The Rainbow Fish is kind and she shimmers. (Present tense sentence).  Changing ‘The Rainbow Fish’ to he/she pronouns for 3 sentences.  Then, creating 2 of their own.  Reading sentences aloud in triads and remembering ‘every piece, every time’ editing.  Add modelled sentences to WW. | Children begin to draft their own character descriptions, based on their own version of a Rainbow Fish character.  Draw their character first – using ‘imagination station’ concept – create using art sketchbook and add wow vocabulary to describe their new character.  Then begin to write their own descriptions (if time allows).  Share opening ideas for all. | Children to complete 5-6 sentence character descriptions based on a new Rainbow Fish character who could easily be in the story.  Reminders of work completed and how sentences can be joined, how we don’t need to keep using a character’s name but can use he/she/they to replace.  Independent work based on 2 week block. | Week 5 Spelling Rules – Spelling Shed Scheme 30 minutes  Recording for Class Dojo the sentences they’ve been writing about characters from The Rainbow Fish story to share with parents.  Assessing reading aloud for intonation skills and making sure their work makes sense.  Praise & share 2-3 videos created at the end of the session. |

A typical two-week writing timetable in KS2 may consist of (dependent of class book):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Following Literacy Shed + Writing Unit planning based on Whole Class Book – Charlie & the Chocolate Factory  Friday – 30 minute spelling – week 5 activities | | | | |
| Week 2 | Following Literacy Shed + Writing Unit planning based on Whole Class Book – Charlie & the Chocolate Factory  Friday – 30 minute spelling – week 6 activities | | | | |

In RWI sessions, a weekly timetable for orange level consists of, other lesson structures differ see planning book:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Speed lesson introducing new sound (reading of new sound and previous sounds, alien words, multisyllabic words)  Read speedy green words linked to story  Read story green words linked to story  Read red words linked to story  Read story book | Speed lesson introducing new sound (reading of new sound and previous sounds, alien words, multisyllabic words)  Read speedy green words linked to story  Read story green words linked to story  Read red words linked to story  Read story book  Hold a sentence 1 | Speed lesson introducing new sound (reading of new sound and previous sounds, alien words, multisyllabic words)  Read speedy green words linked to story  Read story green words linked to story  Read red words linked to story  Read story book  Hold a sentence 2 | Speed lesson introducing new sound (reading of new sound and previous sounds, alien words, multisyllabic words)  Read speedy green words linked to story  Read story green words linked to story  Read red words linked to story  Read story book  Proof read | Speed lesson introducing new sound (reading of new sound and previous sounds, alien words, multisyllabic words)  Read speedy green words linked to story  Read story green words linked to story  Read red words linked to story  Read story book  Talk and write about the story |

Writing – Every Piece, Every Time

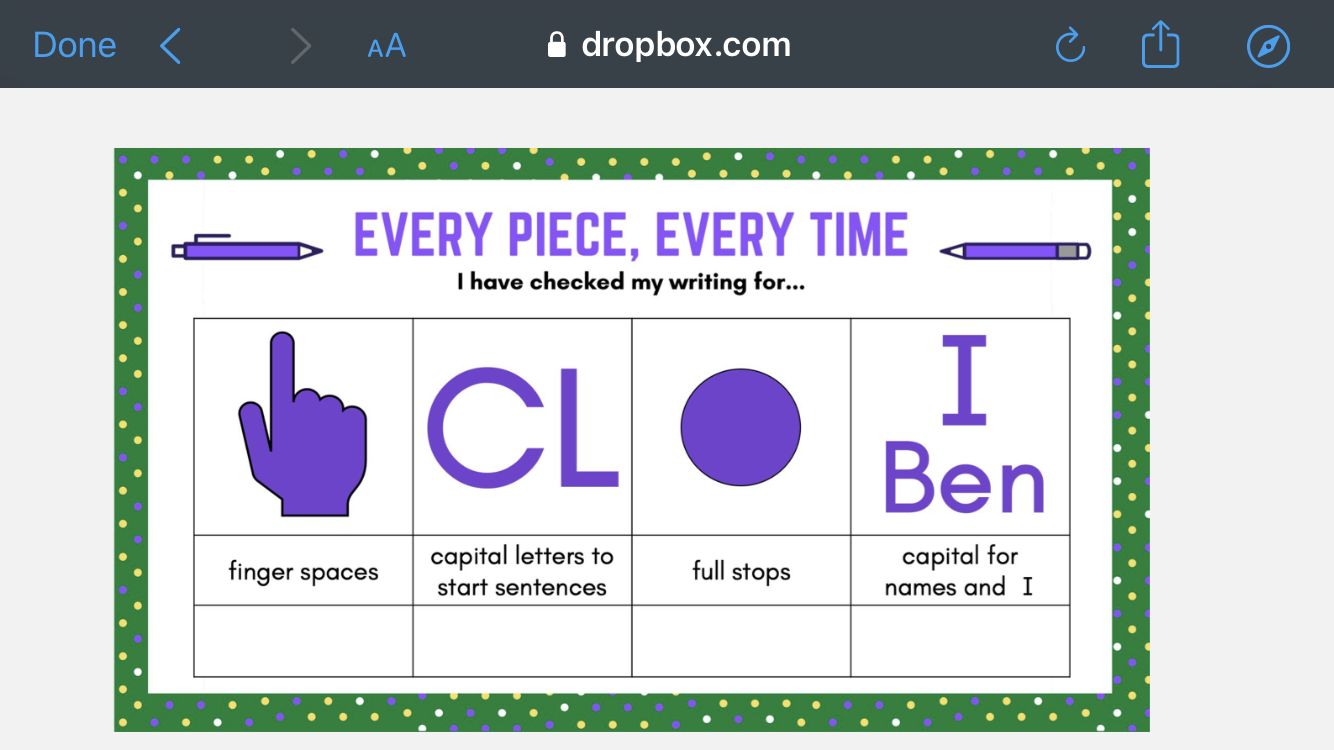
On display in every classroom should be the expectation for writing titled ‘every piece, every time’ setting expectations for the children in whatever writing they are doing, regardless of subject. A smaller checklist is provided for the children to access independently.

These are saved in: Staff Shared > English > Every Piece, Every Time

Year 1 example provided below:

Child’s checklist: Poster for display:





**Planning Support**

**Text Types:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Nessa (Y1/2)** | **Teyr (Y3/4)** | **Peswara (Y5/6)** |
| Fiction | Familiar stories with predictable pattern  Fairy tales  Traditional tales  Animal stories  Stories from other cultures  Character descriptions  Setting descriptions | Alternative endings  Mixed up fairy tales  Fantasy Settings  Play scripts  Real setting | Alternative beginnings  Myths and legends  Alternative dimension/ sci-fi  Narrative recount with flashbacks  Diary  Historical story  Crime story |
| Non-Fiction | Lists and labels.  Recounts  Instructions (linked to topic or science)  Explanation flowcharts and diagrams.  Invitations  Explanation (link to science/topic)  Letters  Non-chronological report | Non-chronological report  Newspaper article  Advert  Persuasive leaflet  Instructions  Recount – letter  Recount – diary | Issue or dilemma  Balanced argument  Formal persuasive letter or report  Biographical  Journalistic style.  Explanation  Newspaper report  Discussion |
| Poetry | Rhyme gathering lists (i.e. Cat hat sat on that)  Phonemic sounds focus (i.e. oo sound poems)  Days of the week poetry  I poem (i.e. I jump, I hop etc)  Rhyme lists  Phonemic sound focus  Senses poetry  Performance poetry  Acrostic poetry | Shape poetry  Observation poetry  Poems on a theme  Classic narrative poetry | Narrative poetry  Riddles  Performance poetry  Poems on a theme |

**SAMPLE English Long Term Plan**

**- excerpt from planning book LTP (pg 41)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Nessa** | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Texts: Gruffalo, Rainbow Fish, Dolphin Boy**  NF: Recounts  F: Character Descriptions  F: Setting Descriptions  NF: Lists & labels (link to foundation subjects) | **Texts: Nobot the Robot, Funny Bones, Farmer Duck**  F: Familiar stories with predictable patterns  NF: Explanations (link to science/DT)  P: I poem (I jump, I hop, I know) | **Texts: Anansi the Spider, Rameena’s Ramadan (Twinkl), My Granny Went To Market**  F: Stories from other cultures (link to RE)  NF: Non-Chronological report  P: Senses poetry  P: Rhyme lists |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Texts: Flat Stanley, Poetry, Polar Express**  NF: Invitations  NF: Letters (to Father Christmas)  P: Rhyme Gathering & phonemic sound focus | **Texts: The Very Hungry Caterpillar, Goldilocks & Three Bears**  F: Fairy Tales  F: Animal Stories  NF: Instructions | **Texts: Brown Bear, Zog, Poetry**  F: Familiar stories with predictable patterns  P: Performance poetry (link to class assembly)  P: Acrostic poetry |

|  |  |  |  |
| --- | --- | --- | --- |
| Teyr | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Texts: The Borrowers**  NF: Recount – letter  NF: Advert  P: Poems on a theme  F: Real setting | **Texts: Under the Moon and Over the Sea**  NF: News article  F: Fairy tales  P: Narrative poetry | **Texts: Wreck It Ralph**  NF: Non-Chronological Report  F: Alternative Endings  P: Shape poetry |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Texts: Song of the Dolphin Boy**  NF: Non-Chronological Report  F: Fantasy Settings  P: Classic narrative poetry | **Texts: Three Little Wolves & the Big Bad Pig**  NF: Persuasive Leaflet  NF: Instructions  F: Mixed up fairytales  P: Observation Poetry | **Texts: Journey**  NF: Recount - diary  F: Play Scripts  P: Poems on a theme |

|  |  |  |  |
| --- | --- | --- | --- |
| Peswara | **Autumn 1** | **Spring 1** | **Summer 1** |
| English | **Texts: Odd and the Frost Giants**  NF: Explanation  F: Myths & legends  P: Riddles | **Texts: Boy in the Striped Pyjamas / Carrie’s War**  NF: News article  F: Historical Story  P: Performance Poetry | **Texts: The Lion, The Witch & The Wardrobe**  NF: Formal persuasion  F: Narrative recount with flash backs  P: Poems on a theme |
|  | **Autumn 2** | **Spring 2** | **Summer 2** |
| English | **Texts: Cogheart**  NF: Discussion  NF: Biographical  F: Alternative dimension / Sci-Fi  F: Alternative beginnings | **Texts: Who Let the Gods Out?**  NF: Issue / Dilemma  F: Crime Story  P: Narrative poetry | **Texts: Inside Out (AV)**  NF: Balanced Argument  F: Diary  P: Poems on a theme |

**Mapped SPaG, Composition & Transcription: Years 1 & 2**

|  | **Text Type** | **Example Texts** | **SPaG** | **Structure/ Composition** | **Transcription** |
| --- | --- | --- | --- | --- | --- |
| Fiction | Familiar stories with predictable pattern  (2 weeks) | The Gruffalo  The Very Hungry Caterpillar  Farmer Duck  Nobot the Robot with no Bottom  Oliver’s Vegetables | Capital Letters  Full Stops  Full Sentences  Expanded noun phrases  Exclamation marks  Use of present or past tense consistently throughout texts | Simple opening  Repetition  Simple ending  Sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence | leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 |
| Fairy tales  (2 weeks) | Little Red Riding Hood  Goldilocks & Three Bears  Rumpelstiltskin  Cinderella  Sleeping Beauty  Hansel & Gretel  The Boy Who Cried Wolf | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of present or past tense consistently throughout texts | Story mountain – introduce, problem, resolution, end.  Open: Once upon a time,  End: … and they all lived happily ever after.  Sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation | leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Traditional Tales  (2 weeks) | Jack & the Beanstalk  The Three Little Pigs  Chicken Licken  The Enormous Turnip  The Elves & The Shoemaker  Three Billy Goats Gruff  The Gingerbread Man  The Ugly Duckling  The Frog Prince  Cornish Myths & Legends | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of present or past tense consistently throughout texts | Sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation | leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 |
| Animal Stories  (2 weeks) | Any age appropriate story with animals featured. See lists for Fairy Tales, Traditional Tales, Familiar Stories  Owl Babies (LS+)  The Ugly Sharkling (LS+)  Look at Inspiration Stations on LS+ | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of continuous forms of verbs in present or past tense to mark action in progress (she is drumming, he was crying)  Use of present or past tense consistently throughout texts | Sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation | leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stories from other cultures  (2 weeks) | Anansi the Spider  Rameena’s Ramadan (on Twinkl)  My Granny Went to Market  Baba Yaga  Mulan (av)  Kung Fu Panda (av)  Zahra (LS+)  Moana (av) | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of continuous forms of verbs in present or past tense to mark action in progress (she is drumming, he was crying)  Subordination (using when, if, that or because) and coordination (using or, and, but)  Use of present or past tense consistently throughout texts | Sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation | leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1 |
| Character descriptions  (2 weeks) | Any age appropriate story with enjoyable characters featured. See lists for Fairy Tales, Traditional Tales, Familiar Stories  Lune et L'Autre (LS+)  Look at Inspiration Stations on LS+ | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of continuous forms of verbs in present or past tense to mark action in progress (she is drumming, he was crying)  Use of present or past tense consistently throughout texts | • saying out loud what they are going to write about  • composing a sentence orally before writing it  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe  • spelling words with contracted forms  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal/ horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words & clauses using "and"  • expanded noun phrases to describe and specify |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Setting descriptions  (2 weeks) | Any age appropriate story with striking settings featured. See lists for Fairy Tales, Traditional Tales, Familiar Stories  Something Fishy (LS+)  Polar Express (AV)  Look at Inspiration Stations on LS+ | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Use of present or past tense consistently throughout texts | • saying out loud what they are going to write about  • composing a sentence orally before writing it  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |
| Non-Fiction | Recounts  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Capital letters for the personal pronoun I.  Subordination (using when, if, that or because) & coordination (using or, and, but)  Apostrophes to mark contracted forms in spelling.  Use of present or past tense consistently throughout texts | Writing to describe encounters.  • writing narratives about personal experiences & of others (real/ fictional)  • writing about real events  • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |
| Lists and labels  (1 week) |  | Commas to separate items in a list  Regular plural noun suffixes -s or es dog>dogs wish>wishes  Formation of nouns using suffixes such as -ness and -er  (sadness, sadder)  Separation of words with spaces. | • writing for different purposes  • planning or saying out loud what they are going to write  • planning wow words  • writing down ideas and/or key words, including new vocabulary  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to handwriting ‘families’ & to practise  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and clauses using "and"  • expanded noun phrases to describe and specify |
| Explanation flowcharts and diagrams.  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Sequencing sentences to form short explanations. | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Instructions (linked to topic or science)  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Imperative Verb forms  Sequencing sentences to form short explanations. | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Explanation (link to science/topic)  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Imperative Verb forms  Sequencing sentences to form short explanations.  Subordination (using when, if, that or because) and coordination (using or, and, but) | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Non-chronological report  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Imperative Verb forms  Sequencing sentences to form short explanations.  Subordination (using when, if, that or because) and coordination (using or, and, but)  Simple paragraphs for linked facts using coordination and subordination | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Letters  (2 weeks) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Imperative Verb forms  Sequencing sentences to form short explanations.  Subordination (using when, if, that or because) and coordination (using or, and, but)  Simple paragraphs for linked facts using coordination and subordination | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Invitations  (1 week) |  | Capital letters  Full Stops  Full Sentences  Commas  Coordination ‘and’  Imperative Verb forms  Sequencing sentences to form short explanations.  Subordination (using when, if, that or because) and coordination (using or, and, but)  Simple paragraphs for linked facts using coordination and subordination | • writing for different purposes  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say, sentence by sentence  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • learning the possessive apostrophe (sing)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance from Appendix 1  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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| Poetry | Rhyme gathering lists (i.e. Cat hat sat on that)  (1 week) |  | Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. | • writing poetry  • writing for different purposes  • saying out loud what they are going to write  • planning wow words  • writing down ideas and/or key words, including new vocabulary  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • name the letters of the alphabet in order  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Phonemic sounds focus (i.e. oo sound poems)  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • writing poetry  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • name the letters of the alphabet in order  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words |

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|  | Days of the week poetry  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • writing poetry  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • the days of the week  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • expanded noun phrases to describe and specify |

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|  | I poem (i.e. I jump, I hop etc)  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • writing poetry  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher. | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and joining clauses using "and"  • expanded noun phrases to describe and specify |

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|  | Senses poetry  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • saying out loud what they are going to write about  • composing a sentence orally before writing it  • planning or saying out loud what they are going to write about  • planning wow words  • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • discuss what they have written with the teacher or other pupils  • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and clauses using "and"  • expanded noun phrases to describe and specify |
| Performance poetry  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • writing poetry  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words and clauses using "and"  • expanded noun phrases to describe and specify |
| Acrostic poetry  (1 week) |  | How words can combine to make sentences.  How and can join words and join sentences.  Subordination (using when, if, that or because) and coordination (using or, and, or but).  Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon).  Sequencing sentences to form short narratives.  The consistent use of present tense versus past tense throughout texts.  Separation of words with spaces.  Capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Capital letters for names and for the personal pronoun I. Apostrophes to mark contracted forms in spelling. | • writing poetry  • planning or saying out loud what they are going to write about  • planning wow words  • re-reading what they have written to check that it makes sense  • writing down ideas and/or key words, including new vocabulary  • encapsulating what they want to say,  • discuss what they have written with the teacher or other pupils  • proofreading to check for errors in spelling, grammar and punctuation  • read their writing aloud clearly enough to be heard by their peers and the teacher.  • read aloud what they have written with appropriate intonation to make the meaning clear | • words containing each of the 40+ phonemes taught  • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones  • learning to spell common exception words  • using letter names to distinguish between alternative spellings of the same sound distinguishing between homophones and near-homophones  • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • sit correctly at a table, holding a pencil comfortably and correctly  • begin to form lower-case letters in the correct direction, starting and finishing in the right place  • form capital letters  • understand which letters belong to which handwriting ‘families’ and to practise these  • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters.  • leaving spaces between words  • joining words & clauses using "and"  • expanded noun phrases to describe and specify |

**Mapped SPaG, Composition & Transcription: Years 3 & 4**

|  | **Text Type** | **Example Texts** | **SPaG** | **Structure/ Composition** | **Transcription** |
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| Fiction | Alternative endings |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Introduction to inverted commas to punctuate direct speech.  Use of inverted commas to punctuate direct speech. Knowing the difference between direct and reported speech.  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Mixed up fairy tales |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Appropriate choice of pronoun or noun across sentences.  Introduction to inverted commas to punctuate direct speech.  Use of inverted commas to punctuate direct speech. Knowing the difference between direct and reported speech.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Fantasy Settings |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Use of inverted commas to punctuate direct speech. Knowing the difference between direct and reported speech.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Play scripts |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Headings and subheadings to aid presentation  Appropriate choice of pronoun or noun across sentences.  Knowing the difference between direct and reported speech.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Real setting |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Introduction to inverted commas to punctuate direct speech.  Use of inverted commas to punctuate direct speech. Knowing the difference between direct and reported speech.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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| Non-Fiction | Non-chronological report |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Newspaper article |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Advert |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Introduction to inverted commas to punctuate direct speech.  Use of inverted commas to punctuate direct speech. Knowing the difference between direct and reported speech.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Persuasive leaflet |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Instructions |  | Formation of nouns using prefixes super-, anti-, auto-.  Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Recount – letter |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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|  | Recount – diary |  | Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Fronted adverbials  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band)  Use of commas after fronted adverbials. (Later that day, I heard the terrible news) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

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| Poetry | Shape poetry |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own & others’ writing, suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Observation poetry |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Poems on a theme |  | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Classic narrative poetry | Retelling a classic narrative through poetry | Use of determiners a or an according to next word as vowel or consonant sound.  Word families based on common words.  Grammatical difference between plural and possessive -s.  Standard English forms for verb inflections (I did not I done, we were not we was)  Expressing time and cause using conjunctions (when, before, after, while, because) adverbs (then, next, soon, so) or prepositions (before, during, after, in, because of)  Appropriate choice of pronoun or noun within sentence to avoid ambiguity and repetition.  Introduction to paragraphs to group related material.  Headings and subheadings to aid presentation  Use of perfect form of verbs to mark relationships of time and cause (I have written it down, he had been here before)  Use of paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences.  Apostrophes to mark singular and plural possession. (the girl’s sword, the boys’ band) | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • discussing and recording ideas  • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  • assessing the effectiveness of their own and others’ writing and suggesting improvements  • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors  • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | • spell further homophones  • spell words that are often misspelt (Appendix 1)  • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a dictionary  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  • increase the legibility, consistency and quality of their handwriting  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using conjunctions, adverbs and prepositions to express time and cause (and place)  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |

**Mapped SPaG, Composition & Transcription: Years 5 & 6**

|  | **Text Type** | **Example Texts** | **SPaG** | **Structure/ Composition** | **Transcription** |
| --- | --- | --- | --- | --- | --- |
| Fiction | Alternative beginnings |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • using a wide range of devices to build cohesion within and across paragraphs  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Myths and legends |  | Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Alternative dimension/ sci-fi |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Narrative recount with flashbacks |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Diary |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Historical story |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Crime story |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Non-Fiction | Issue or dilemma |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Balanced argument |  | Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify).  Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Formal persuasive letter or report |  | Verb prefixes (dis-, de-, mis-, over-, and re-).  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Biographical |  | Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  The difference between structures typical of informal and formal speech and writing (use of question tags, subjunctive verb in very formal writing)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Explanation |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Discussion |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Journalistic style /  Newspaper report |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Non-Chronological Report |  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (said vs. reported, alleged, claimed in formal speech)  Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Poetry | Narrative poetry | Writing your own narrative (or using one from some point in the year) & converting it into a poem. | Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Riddles |  | Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Performance poetry |  | Relative clauses beginning with who, which, where, why and whose.  Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)  Use of passive voice to affect presentation (I broke the window; the window was broken).  Expanded noun phrases to convey complicated information concisely (the boy that jumped over the fence is there, the fact that it was raining meant the end of sports day)  Devises to build cohesion within a paragraph (then, after that, this, firstly  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly – or FANTAF).  Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (repetition of word or phrase), grammatical connections (use of adverbials such as on the other hand, in contrast, consequently) and elision (shortening or merging ideas).  Layout devices such as headings, subheadings, columns, bullets or tables to structure text.  Use of commas to clarify meaning or avoid ambiguity.  Use of the semicolon, colon or dash to indicate a stronger subdivision of a sentence than a comma.  How hyphens can be used to avoid ambiguity (man-eating shark rather than man eating shark or recover vs re-cover). | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  • noting and developing initial ideas, drawing on reading and research where necessary  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  • précising longer passages  • using a wide range of devices to build cohesion within and across paragraphs  • using further organisational and presentational devices to structure text and to guide the reader  • assessing the effectiveness of their own and others’ writing  • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensuring the consistent and correct use of tense throughout a piece of writing  • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors  • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | • continue to distinguish between homophones and other words which are often confused  • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1  • use further prefixes and suffixes and understand the guidance for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task  • use a thesaurus and consider shades of meaning.  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
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