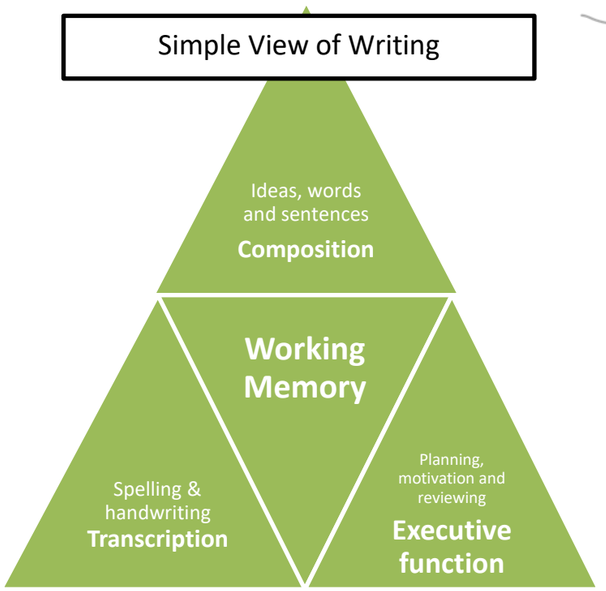


Writing at Shrewton Academy

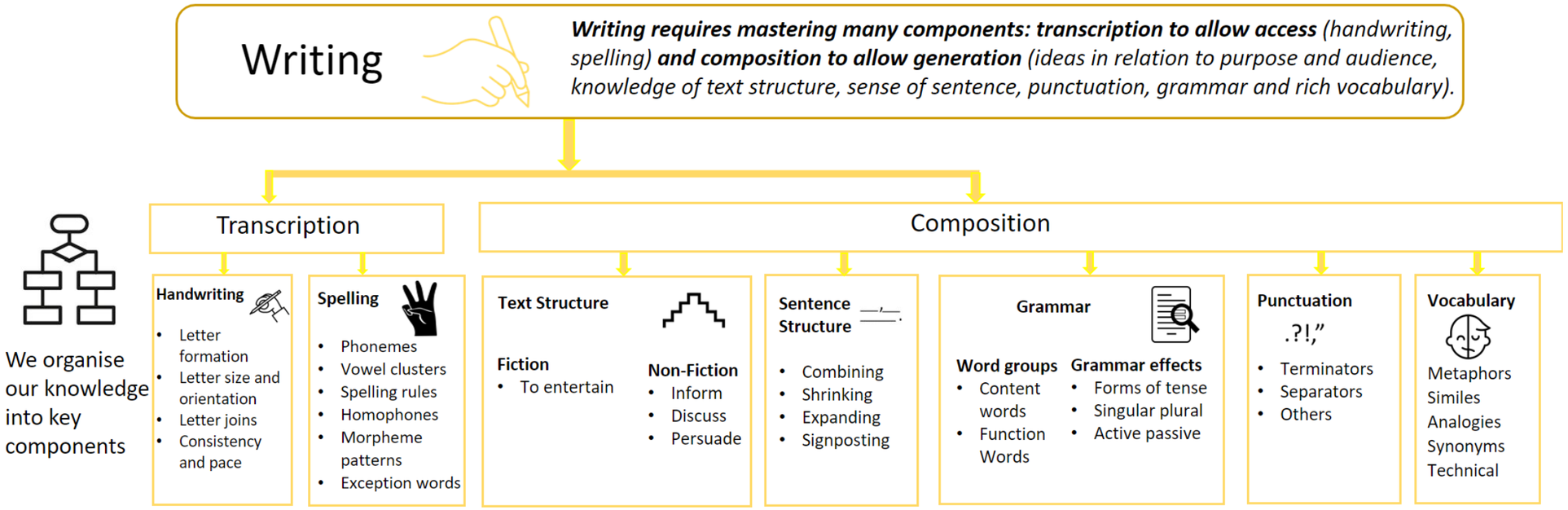
Writing is a complicated practice that relies on both motor skills and cognitive skills; pupils have to orchestrate spelling, handwriting, accurate sentence structure, linguistic choices and textual cohesion. The simple view of writing designed by researchers into best practice, recognised that there are three core concepts in writing.

- **Transcription:** We believe that for children to be successful writers they need strong accurate and fluent foundations in spelling and handwriting. We follow the Sounds Write. SSP programme, which provides the basis for strong teaching of phonics and letter formation in EY and early KS1. This grows into the progression model for transcription knowledge across the school.
- **Composition:** We recognise that to compose our writing successfully we need an increasing knowledge of vocabulary, language, grammar and its effects, text and sentence structures.
- **Executive Function:** We recognise that despite the title of the simple view of writing, writing is a complex and increasingly demanding task as children progress from novice to expert to disciplinary writers. Executive function is our ability to self-regulate through writing tasks, allowing us to plan, sustain our attention and stick to our learning goals. As part of the writing process, use metacognitive questioning throughout our writing lessons to support pupils to plan, monitor and evaluate their approaches, supporting both their executive function and their self-regulation.

The key components of writing.

Below is a graphical representation that shows how two of the core concepts of writing: transcription and composition, can be broken down into further components.

These work together to create writing that is accurate, cohesive and effective to read. Children require explicit instruction in each component of writing, in order to master it. However, some components are more exclusively focussed upon within different stages of writing development (for example handwriting and spelling within early writing).



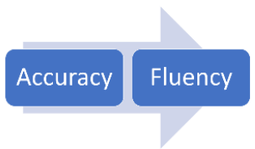
We recognise that the journey to becoming a successful writer is intrinsically linked to building progressive knowledge and mastering of each of the components of writing. In EYFS and Y1, as an 'early writer' children need to master **accuracy and then fluency in the transcriptional components of writing (handwriting and spelling). This is because transcriptional automaticity underpins the development of writing and provides the foundational knowledge which forms the base to all other components.** As children build knowledge and skills in transcriptional accuracy (phonics/spelling and handwriting), fluency develops into automaticity. Children, at this point move from early writers to novice writers. Novice writers, then build and develop their understanding of sentences (beyond a simple sentence) and related punctuation, before continuing to grow their expertise in KS2 with a growing understanding of how to write for effect. This is captured in the diagram below, which details the journey that **all** children must go through in order to become competent writers. Whilst the diagram indicates when the optimum time is for children to secure each part of the journey, it is important to note that some children may not achieve each stage of writing within the desired timeframe. For example a children may be in lower key stage 2, but still in the early writing stage. Where this is the case it is important children become **accurate and fluent in the understanding and application of the essential knowledge associated with each stage**, (and then gain automaticity in applying this) **before moving on to the next stage.** For some of components of writing (such as the understanding of sentence structures), progression is hierarchical and stages should not be jumped as this will lead to weak foundational understanding and frailties in future learning. These domains of essential knowledge are detailed in the table on page (9).

Stages of writing:

Early writer (EY-Y1)

Supported by pre-writing strength, practise and accuracy, children gain a secure and effective pencil grip, seating position and readiness to write. These are micro-steps - learning/practising/rehearsing/gaining fluency in letter formation (size, shape, orientation, starting place, spatial relationship) and known phoneme-grapheme correspondences. This builds into simple word writing (CVC/CVCC / CCVCC and CEW.) This then builds into writing simple sentences.

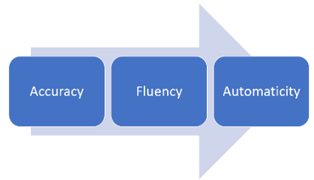
Writers must focus on accuracy in transcription and can edit and improve their work accordingly.



Novice writers (KS1)

Children write simple coherent narratives and chronological reports with accurate terminator punctuation and consistent tense. They use taught graphemes and knowledge of age appropriate CEWs to spell accurately and write with accurate letter formation, size, orientation and spacing.

Writers can edit their work for accuracy and may start to understand how to revise and improve their writing through word choice and sentence structure. They can join simple sentences with subordinating and co-ordinating conjunctions.

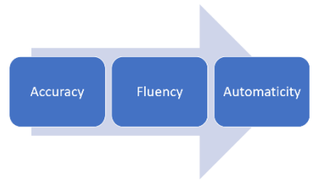


Growing expertise (KS2)

Children write effectively for a growing range of purposes and audiences: selecting lanaguage that shows awareness of the reader; creating settings, characters and atmosphere; using dialogue to convey character and advance action and making suitable choices about vocabulary and grammar effects.

Punctuation and spelling are increasingly accurate and they can write at speed and for sustained periods in a joined legible style.

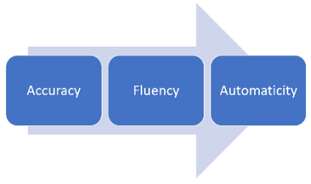
Writers can both edit their work for accuracy, and revise their writing, understanding how the choices that they make can change the impact on the reader.



Disciplinary (KS2-3)

The EEF in their guidance report into improving literacy in secondary schools, described disciplinary writing as 'an approach to improving literacy across the curriculum', with a crucial distinction that 'recognises that literacy skills are both general and subject spefcific'. Children need to write effecively, 'like a' ..

scientist, geographer, historian, artist ..by understanding the subject discipline they are writing for.



The discipline of writing (writing as a writer).

The discipline of writing can be broken down into writing behaviours. The diagram opposite outlines the constant process of how effective writers think about what they want to write, rehearse it in their heads and then write it.

However, this is not where the process stops. All effective writers constantly read and re-read their work to **edit it. Editing should be a constant part of the writing process,** rather than something that happens after larger sections of writing are complete. **Editing is a habit, that must be exposed and explicitly taught to develop until it has become ingrained.**

Editing is re-reading work with a focus on accuracy to:

-check writing makes sense and that the idea that they generated has been accurately represented.
-make sure that spelling, punctuation and grammar is accurate.

Revising writing is distinctly different to editing. Whereas editing focusses on accuracy, **revising writing focusses on impact**. Revising writing is the conscious and deliberate choice of words or phrases and the structural reshaping of writing at both sentence and whole text level, to enhance effectiveness. In order to revise their work, therefore, children must be aware of the audience that they write for. For this reason, revising is something that only writers who are novice-growing expertise can do.

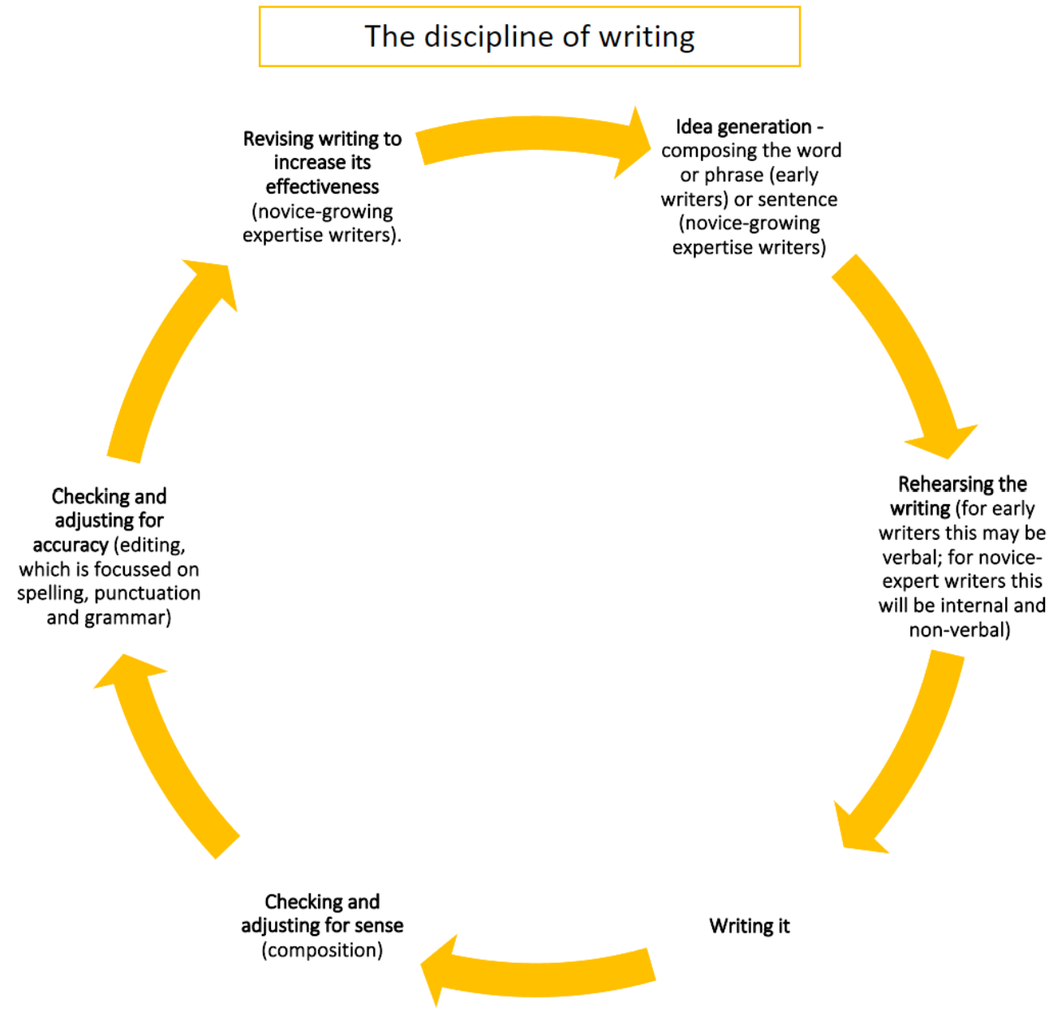
The following questions can support novice-growing expertise writers to revise their work:

- Would my writing be more effective if it was in a **different order**? (sentence and text)
- Have I **repeated** myself? (word or ideas)*link to sentence shrinking
- Have I **missed out** anything? (word or ideas) *link to sentence expanding
- Would a **different choice** be more effective? (e.g. word or phrase e.g. to build an image)
- Have I **maintained consistency** throughout (e.g. formality, purpose)

Each of these questions represents a totally different way in which writing can be revised. This needs explicit and deliberate teaching if children are to begin to internalise this behaviour and become effective writers.

Planning a longer piece of writing using a scaffold is not to be confused with the idea generation stage. Using planning scaffolds helps a writer to shape the content of a whole piece of writing so that ideas can be sequenced. It also helps a writer to organise their ideas; maintain a consistent style; write with an awareness of audience and develop overall text cohesion. Using a written plan supports children's cognitive load. **Too often, struggling writers do not know how to effectively plan or do not value the planning process**. Children need to see that the point of planning a whole text is to allow their working memory space to execute writing behaviours at a word, sentence or paragraph level, knowing that the overall text order and cohesion is already attended to.

All of the above supports children's **executive function** in helping them to constantly evaluate their work and understand if their goals have been achieved.



How should the key components be delivered?

Transcription

Spelling:



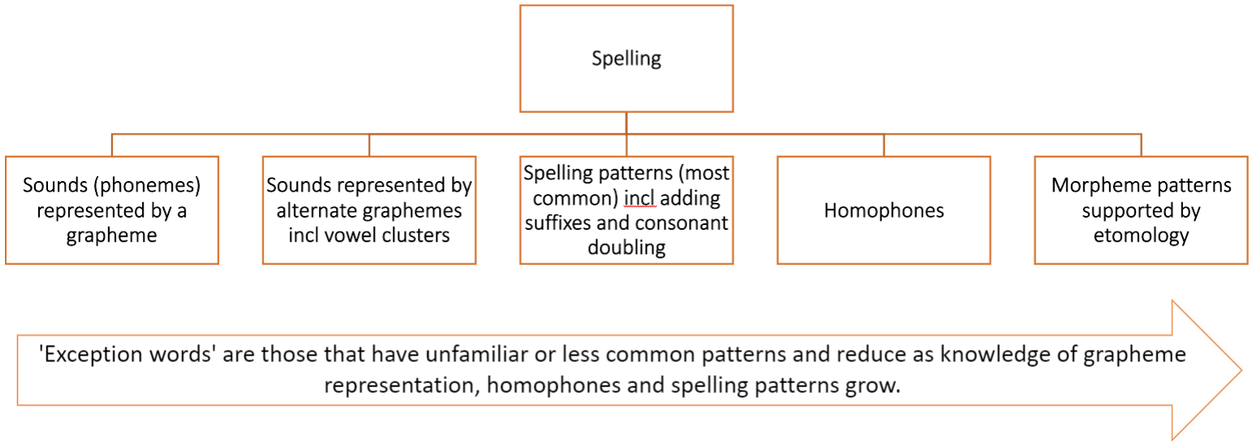
The introduction to the concept of spelling begins through our systematic, synthetics phonics teaching programme, Sounds Write. This supports children to make plausible spelling choice based on taught graphemes. Our progression model is based on the national curriculum requirements for each milestone, with the specific substantive knowledge laid out. In the first instance, this is organised into sounds, each represented with a grapheme, before learning that sounds can be represented by different graphemes, and that effective spelling centres on making the right grapheme choices for each word

.

Children are expected and held account for accurate use of phoneme-grapheme correspondence in letter sounds taught.

Children are taught spelling strategies - routines to follow when spelling. These spelling strategies fall under the main sub concepts of spelling;

The teaching of the sub concepts of spelling is progressive and should follow the sequence from left to right. This reinforces that phonics is the first strategy to use when spelling. Many exception words listed in the age-appropriate English appendix can be grouped as words with similar phonic patterns in them. Following this progression results in very few individual exception words requiring learning.



The following provides a guide for spelling pedagogy, that can be taught to children relating to each of the approaches:

Phonemes represented by graphemes, including alternative graphemes		
1-2 syllable words	Polysyllabic words	Spelling words with alternative graphemes
• Say the word • Count the sounds • Say the sounds • Write the word as you say the sounds/syllables • If helpful, use sound buttons • Check the spelling	• Say the whole word • Identify the number of syllables • Say each syllable separately • Write the first syllable as you say it • Repeat for each syllable • Check the spelling	• Say the word • Count the sounds • Say the sounds • Use the sound chart to select the alternative spelling of the grapheme • Try the grapheme / try alternative / think about best bet / evaluate the options • Write the word as you say the sounds • Underline/colour the focus alternative grapheme. • Check the spelling

Spelling Rules and Homophones	
Spelling words with spelling rules	Spelling homophones
• Say the word • Say the sounds • Say the spelling rule • Write the word as you say the sounds • Underline the spelling rule. • Check the spelling	• Say the word • Say the sounds • Write the word as you say the sounds • Compare with the alternative homophone to check. • Check the spelling

Morpheme patterns and Exception Words		
Root words with a suffix	Root words with Prefix	Spelling common exception words
• Say the whole word • Count the sounds in the root word • Write the root word as you say the sounds • Say the suffix and think about how you would add this – any rules to remember, any changes to the root word needed? • Write the suffix • Check the spelling	• Say the whole word • Say the prefix and think about how you would add this – any rules to remember? • Write the prefix • Count and the sounds in the root word • Write the root word as you say the sounds • Check the spelling	• Say the word • Say the sounds • Write the word as you say the sounds • Underline or colour the difficult /tricky bit to remember Check the spelling

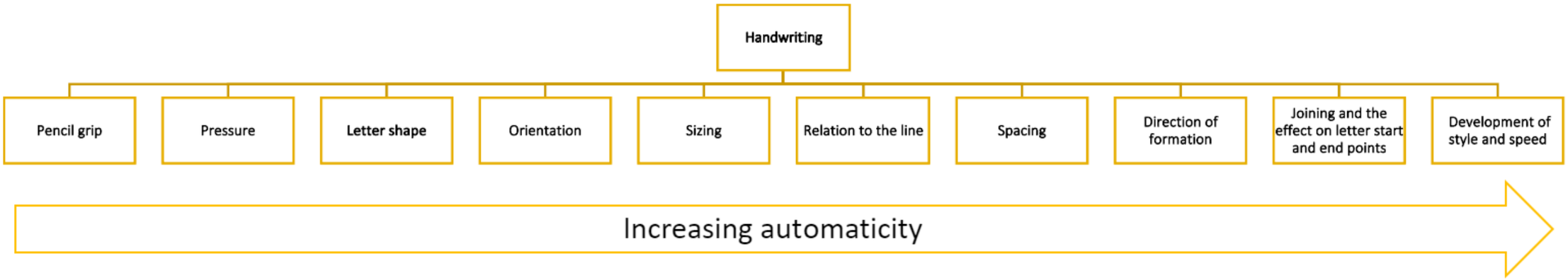
A suggested spelling teaching sequence

Fluency	Investigate	Guided	Independent	Structured Reflection
• revise the sounds / routine / pattern	• Group, sort and investigate words to identify their spelling patterns • Identify 'common exception words' that don't follow this most common pattern	• Rehearse the spelling pattern • Test the spelling patterns • Remember common exception words that do not fit this pattern • Rehearse the routine for spelling • Check for accuracy	• Write words • Apply in dictated sentences • Accurately use the spelling pattern / routine • Check for accuracy	• Articulate the spelling pattern and give example • Identify correct and incorrect spellings in their own work.

Handwriting:

At Shrewton we build solid foundations in letter formation through our systematic, synthetics phonics teaching programme, this teaches children the shape and orientation of letters. We then use Letter Join to support children to become accurate, fluent writers.

The **process** of writing needs explicit teaching and modelling to pupils with thoughtful small steps built up over a sequence of lessons to support early and novice writers, in order that pupils will be able to write independently with success. **Whilst children are in the early-novice writing phase, it is vital that focussed teaching time is given to practice and master the components of handwriting** – detailed below. **Children need to practise handwriting under the guidance of an adult to ensure accuracy and avoid habits which will be difficult to undo later.**



Children are expected and held account for accurate letter formation, including size, orientation and relationship to the line. Once accuracy is achieved, children are taught to become faster fluent writers through considering their sizing and orientation before learning how to accurately join and write at speed legibly.

How to develop handwriting at each stage

Early writers

- Build up pre-writing strength through gross to fine motor activities to ensure children can form correct pencil grip.
- Curriculum time is given to the expert teaching and modelling of correct letter formation: orientation; start and end points of letters; relation to the base line; spacing; ascenders and descenders
- Deliberate practice of letter formation to build automaticity.
- Errors remediated

and those children needing more adult guidance and/or practise, get it.

Novice writers

- Letter formation continues to be explicitly taught with children becoming increasing fluent in letter formation, orientation and relation to the base line.
- Appropriate sizing of the letters becomes an increasing focus.
- Joined handwriting is introduced and practiced – this may lead to new teaching of letter formation.
- Deliberate practice of new cursive letter formation to build automaticity.
- Errors remediated and those children needing more adult guidance and/or practise, get it.

Growing expertise

- Handwriting is taught, practised and errors remediated as part of the writing lesson in KS2.
- Teachers consciously consider their handwriting during model write sessions.
- Pupils are held to account for the quality of their handwriting script.

Metacognition in handwriting

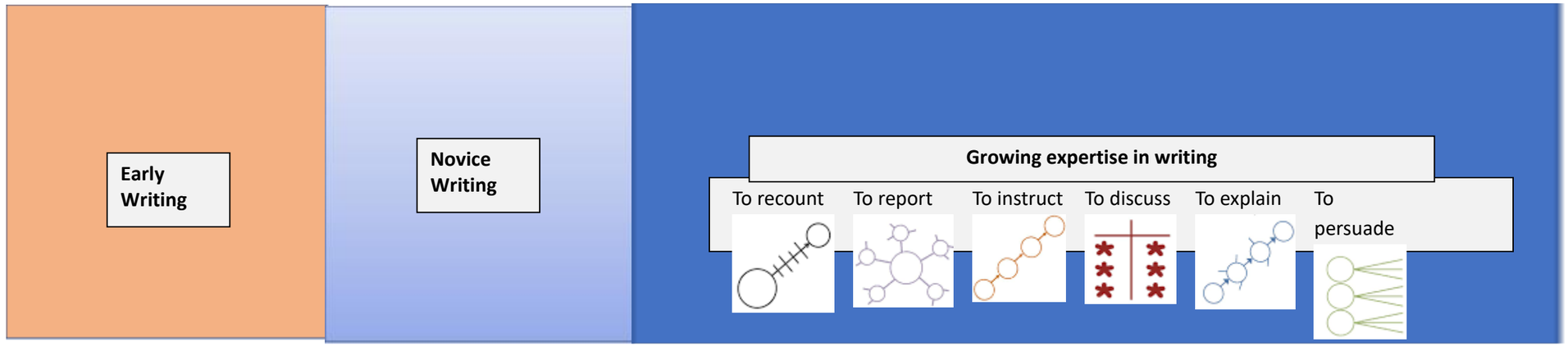
Children are enabled at all levels to be metacognitive during handwriting tasks, planning their approach through visual cues followed by monitoring and evaluating their handwriting. Example of metacognitive questions they might consider are:

- How would you rate your handwriting here?
- Circle your best word for me ..
- Can any letters be improved?
- Are your letters the right size?
- Are they sat on the line?
- Are your ascenders / descenders the same length?
- Where is it best to start writing this letter?
- What letter/s have you made the most clear?
- Are letters consistent in their sizing?

Composition - structures

Text structure:

As early writers, children write to communicate their ideas – this is their purpose for writing, however as children become novice- growing expertise in writing they become increasingly aware that different types of writing have different purposes and that there are subtle ways in which they can shape their work to engage the person who is reading it. The main purposes of writing, both fiction and non-fiction are to **entertain and inform.** Throughout their school journey, children will construct different narrative structures using a range of plots. The expectations around learning about different text structures and being able to apply these to work is laid out in the national curriculum, which is organised in the diagram below.



EY curriculum
Letter formation
Word building
A simple sentence

Y1
Sentences
Short narrative

Y2
Writing narratives about personal experiences and those of others (real and fictional), Writing about real events, writing poetry and writing for different purposes.

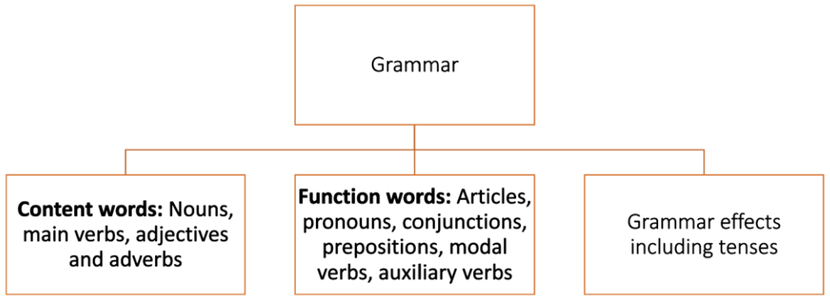
Y3/4
Narratives / non-narrative material. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Y5/6
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own – narratives and in using further organisational and presentational devices to structure text and to guide the reader.

Grammar: Word class and grammar effects

At Shrewton, we want to teach our pupils grammar knowledge to help them understand more about how words function within sentences. By understanding this, children will begin to see how sentences are formed at the micro level, the function and purpose that different words have, and how to manipulate words within sentences so that they have more impact on the reader. Without an understanding of the functions of words and associated terminology, varied sentence construction becomes a series of well-intentioned but misunderstood tricks. Moreover, by understanding patterns of grammar (such as tenses) children develop increased consistency across their writing, which works to ensure that readers connect with their message.

Grammar is separated up into

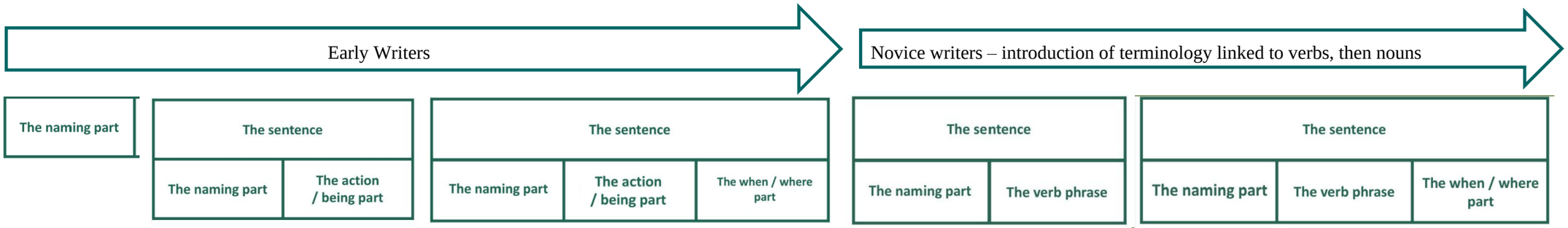


Questions that support meta-cognitive thinking in relation to grammar are:

- What options (grammar moves) are available?
- Why was this one (grammar move) chosen?
- What is the effect created?

Sentence Structure

At Shrewton, we want to teach our pupils about the deeper structure of sentences, so that they build a conceptual understanding of what is and isn't a sentence, before developing an understanding of how different sentences can be constructed and varied. For this reason, sentence building should be taught in a clear sequence, outlined below. This first step towards understanding begins with the securing of a caption as the naming part of a sentence, before securing a simple sentence in EYFS. The following diagrams illustrate a progression in the way in which we should expect children to understand sentences and how they are structured – and as a result how punctuation works to support the structuring of simple and multi-clause sentences.



Once children have secured the concept of a simple sentence, sentence structures are organised into four key variation types:

- **Sentence combining**: combination of words to make a sentence developing into combining two sentences into one compound, dual or multi clause sentence
- **Sentence shrinking**: shrinking a sentence to gain power from precision.
- **Sentence expanding**: adding further details through additional words, phrases or clauses to add interest for the reader.
- **Sentence signposting**: Clarifying the relationship and connecting ideas within and between sentences

Categorising sentence structures in this way adds meaning to the writing moves that children are taught throughout their curriculum journey from the novice to growing expertise writing phases. These 'writing moves' are best practised in isolation, with scaffolds, until pupils are confident in each one.

Examples of sentence combining[3]

Modifying nouns using adjectives	Embedding clauses (using who, when, where)
The baby cried. The baby was hungry. The hungry baby cried.	That was the restaurant. We stopped for pizza. That was the restaurant where we stopped for pizza.
Modifying verbs using adverbs	**Coordinating conjunctions** (creating compound sentences)
The woman ran five kilometres. The woman ran quickly. The woman quickly ran five kilometres.	She liked reading. I liked writing. She liked reading and I liked writing.
Applying grammatical morphemes (-s, -'s, -ing, -ed, -en, -er, -est)	**Subordinating conjunctions** (creating complex sentences)
I saw the dog. The dog sleeps. I saw the sleeping dog.	I will be late for school. I pack my bag quickly. I will be late for school unless I pack my bag quickly.
Embedding phrases (prepositional phrase, appositive/noun phrase)	**Pronoun substitutes using questions or phrases** (for example, answering what or why)
The woman is my Grade 2 teacher. She is in the library. The woman in the library is my Grade 2 teacher.	The teacher made her stay behind after school. She never understood it. She never understood why the teacher made her stay behind after school.
Melbourne is the most livable city. Melbourne is a very popular travel destination. Melbourne, the most livable city, is a very popular travel destination.	She ran through the park. It was her favourite form of exercise. Running through the park was her favourite form of exercise.

[3] Cooper 1973, Strong 1986, Saddler 2012

One way of exposing the structure of different sentence types, is through worked examples. Dual coding sentence parts with an associated colour further reduces the cognitive load and exposes the sentence features for children. Colours that are to be used to support this are summarised below:

- Blue - main clauses
- Yellow - sentence expanding (subordinate clauses, adverbial phrases etc)
- Green - signposting (time adverbials, connectives etc)
- Orange - combining (conjunctions)
- Pink – punctuation

Examples:

Sentence combining			Sentence Expanding		Sentence signposting	
The sky was blue	and	the sun shone brightly.	Hunched and afraid,	the King begged for mercy.	Later that day,	a great feast was held in the village hall.

.?!," Punctuation:

Accurate sentences punctuation should be taught alongside and not separate to sentence construction. Without understanding the role of punctuation within sentences, punctuation becomes no more than marks on a page. Capitalisation and **terminating punctuation** (full stops, question and exclamation marks) all serves to define boundaries between sentences, whereas **separating punctuation** (commas, brackets, colons, semi colons, hyphens and dashes) work to break up words, phrases or clauses in sentences. There are also punctuation marks or rules that do not fit into these two groups and instead link with grammar (apostrophes, capitalisation and hyphens) but categorising punctuation into these three groups will support children in understanding the purpose that each punctuation mark serves.

Vocabulary:

At Shrewton, in order to write well, children need a large vocabulary, which must be taught and developed. Research is clear that children with a weak vocabulary age 5 do less well at primary school and perform less well at age 11. In KS2, children will only be able to make effective word choices when they have a secure knowledge base to draw from. Both the selection of high-quality texts to support writing in and the systematic teaching of the small steps of writing, will ensure we engineer language success for all children.

Progression in concepts linked to SPAG and organisational devices.

Concepts Purple = Deficit knowledge pathway for those who are behind to develop functional writing. The number indicates order that they should be taught in (some may need school specific development to agree)							
	EYFS	**1**	**2**	**3**	**4**	**5**	**6**
Text Structure	**Exposure to titles**	**Titles**	**Headings**	**Paragraphs (12)** **Headings and sub headings**		**Text formality** **Devices for cohesion across a text (conjunctions, tense and adverbials)** **Changes to chronological order in narrative (e.g. flashback)**	**Scale of formality** **Choices for effect** **Precise vocabulary**
Sentences	**Sentences (simple) (1)**	**Different sentence types compound and simple (4)**	**Adverbs (how)** **Different sentence types; simple compound. (6)** **Those created by subordinating**	**Clauses: main and subordinate (8)** **Different sentence types ; simple ; compound ; multi clause (11)**	**Fronted adverbials** **Reported speech** **Vary sentence structure, short and longer sentences.**	**3 clause sentence (17)** ***Relative clauses (with/without pronouns) (18)***	**Passive voice**

			conjunctions but do not yet need to understand clauses	Range of conjunctions (convey time, comparisons and cause and effect)	Subordinating phrases (so that even though) Subordinating clauses at the start and end of sentences to vary sentence structure		
Words	Refer to encoding aspect of phonics scheme	Conjunctions (and) (4)	Co-ordinating (7)and subordinating conjunctions (8) Expanded noun phrases	Adverbs (14) and adverbial phrases how and when Prepositions Similes (like) a/an	Modifying adjectives Prepositional phrases Pronouns to avoid repetition Determiners Similes (as) Metaphor	Converting nouns/adjectives to verbs Modal verbs	Subjunctive form Determiners are articles, possessives, quantifiers and demonstratives.
Punctuation	Exposure to full stops Capitals (1) Separating words with spaces (1)	Full stops and capitals (2) Capitals Proper nouns (3) Exclamation and question marks (5)	Commas for lists (9) Apostrophes for contractions and singular possession (10)	Inverted commas for direct speech (13)	Commas for clauses (11) Commas for -reported speech -subordinate clauses at the start of sentences -fronted adverbials *Inverted commas and other sentence punctuation for direct speech (15)* *Apostrophes for plural possession (16)*	Parentheses using brackets, commas or dashes, (18)	Colon, semi colon, hyphen.

Progression maps for each component of writing.

Writing processes (apply, generate and refine):								
Apply, generate and refine	FS1	EY By the summer term, all children can draw upon their own knowledge base to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan writing	• To use simple sentences orally.	• Orally sequence at least 5 words into a sentence. • To say a complete sentence aloud before writing. • Practise repeating the sentence to hold it in memory until the point of writing. • To sequence a series of sentences orally.	• Orally compose a sentence, repeating it out loud and counting the words before writing it • To arrange ideas in sequence. • To plan their writing using pictures or drawings to help sequence ideas.	• To understand the overall purpose for their writing. • To write down ideas/keywords including new vocabulary. • To plan what they are going to write about using a simple given planning tool. • To encapsulate what they want to say, sentence by sentence	• To understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar. • To identify which structural and grammatical features are needed for each piece of writing, after discussion and modelling. • To identify the purpose and audience for each piece of writing, after discussion and modelling. • To use scaffolded planning to organise their writing into paragraphs around a theme. • To use ideas and vocabulary from their own reading and modelled examples to plan their writing, after discussion and modelling. • To make detailed notes to explain stages of a process. • To use a simple given planning tool		• To plan and select the appropriate form suited to the given audience and purpose. • To show an awareness of the level of formality a piece of writing needs to have and plan for this • To note and develop initial ideas, drawing on reading of other authors, and research. • To decide on the most efficient planning tools/methods to use. • To use a wider variety of planning tools linked to genre.	
						• To identify in their planning which features and sentence structures		To independently identify audience and purpose while planning,

						are needed to make their writing successful for both fiction and non-fiction texts. • To find, identify and draw on examples of how authors have developed characters and settings when planning narratives. •		deciding appropriate form and register. To independently identify compositional skills required linked to genre. To plan development of characters and setting to fit purpose and context when writing narratives.
Draft writing (true to text structure & purpose & audience)	• To distinguish between different marks they make and give meaning to them. • To write some or all of their name. • To write a pretend list starting at the top of the paper.	• Practise repeating the words in the sentence as they write each one. • Write words, phrases and sentences that draw on previously taught knowledge: letter formation, phonic and CEW word knowledge	• To refer to given planning to ensure sequence of ideas. • To write a series of sentences that relate or are in order create a sequence of narrative	• To write narratives about personal experiences and those of others (real and fictional) that include these. • To know that narratives include extra details to interest the reader. • To use new vocabulary from their reading, to enhance their work	• To follow their own notes and plans. • To describe real and imaginary settings using a range of adjectives, adverbs and similes. • To describe known and imaginary characters using a range of adjectives, adverbs and similes. • To identify and use appropriate tier 2 vocabulary from their reading and writing models in their own writing, after discussion and modelling.		• To select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. • To blend action, dialogue and description within and across paragraphs to convey character and advance the action. • To write with an awareness of the cohesion across the text. • To write with an awareness of intended formality, organisational and layout devices for a range of audiences and purposes.	
						• To select appropriate vocabulary from planning, understanding how choices can change and enhance meaning. • To make deliberate ambitious word choices to add detail and interest. • Have an awareness of sentence structures already written to ensure variation throughout a piece		• Draft and write by composing and rehearsing sentences orally evaluating the impact of different vocabulary, grammar effects and sentence types on the reader.
Revise, evaluate & edit (true to text structure & purpose and audience)	• Describe to someone what they have written or drawn	• To re-read words, phrases and sentences for sense and accuracy. Understand this is a common behaviour that good writers do. • To listen to or state an idea to improve writing in conversation or discussion.	• Discuss what they have written with the teacher or other pupils. • Edit for accuracy with scaffolded cues • Re-read what they have written to check that it makes sense.	• To reread to check that their writing makes sense and that the correct tense is used throughout. • To reread to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark. • To edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs. • To evaluate their writing with the teacher or other pupils and make additions, revisions or corrections.	• To assess the effectiveness of their own and others' writing and suggest improvements. • To proofread and correct spelling and punctuation errors. • To propose changes to grammar and vocabulary to improve consistency and effect	• To proof read to check for spelling and punctuation errors, more than once - as the writing develops • To propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun, in their own and others' writing. • To discuss and propose changes, with a focus on audience and purpose. • To use peer and self-assessment to proof read accurately, correct errors in spelling and punctuation.	• To ensure consistent and correct use of tense. • To ensure correct subject verb agreement. • To proof read throughout the writing process to check for spelling and punctuation errors. • To propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing.	• To proof read to check for spelling and punctuation errors, independently, and appropriate to task (edit for accuracy). • To adapt and refine grammar and vocabulary choices to enhance meaning. • Have an awareness of what has already been written, pausing frequently to revise their writing to enhance its effect (revising).

						• To edit work by changing nouns or pronouns for clarity and cohesion. • To redraft writing by changing sentence structures to add interest • To use the given success criteria independently to identify what improvements need to be made to their writing.	• To redraft their work to make changes to the structure, ensuring clarity for the reader.	

Text structure								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genre suggestions	None	None	Narrative (description/part of a story) Instructions, Recount	Narrative, Information/Non-chron Report, Recount	Narrative, Non-Chron Report, Recount/diary, Explain	Narrative Recount/diary, Non-Chron, Report, Explain	Narrative, Report, Recount/diary, Explain, persuade	Narrative, Report, Recount/diary, Explain, persuade and discuss
Across all writing	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	• Be able to retell stories with a beginning middle and end and include key details. • Ask and answers questions about setting, characters and events. • Explains who is speaking at various points throughout the story. • To orally use sequencing words, e.g. 'first, next'. • Use talk to draw conclusion; explain effects; speculate and make predictions	• Write a series of sentences that link together.	• Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction	• To use paragraphs to group related sentences. • Use strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points • To include introductions/openings and conclusions/endings that set the tone for the reader. • To use simple organisational devices, such as headings and subheadings in non-narrative. • Closing signalled in narrative and non-fiction, e.g. eventually…, ultimately….	• To use paragraphs to organise ideas around a theme. • To start new paragraphs - in narrative when there is a change of time, setting, theme or character. -in non-fiction when there is a change of focus or time. • Write sentences that are developed on from previous sentences to form a group of connected / related ideas. • To identify structure, suitable for the given audience and purpose. • To select appropriate simple organisational devices in non-narrative.	• To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining. • To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. • To ensure the consistent and correct use of tense throughout a piece of writing. • To show awareness of different levels of formality linked to different types of writing (diary/report) • Know formal writing contains no contracted words or abbreviations and draws on more technical language • To know informal writing can draw on abbreviations, contracted words and speech like sentence structures.	• To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. • To select appropriate organisational and presentational devices for effect, to structure text and guide the reader. • To ensure the consistent and correct use of tense throughout a piece of writing. • To consistently use a range of tenses, showing assured control. • To use decisions about intended formality to dictate writing style, vocabulary and speech choices. • To understand that there is a scale of formality.

<table>
<tr><td>Instructions</td><td></td><td>Instructions, know that:
Begin by defining the goal or desired outcome.
Have sequenced / numbered steps to achieve the goal
May contain diagrams and illustrations.</td><td>Instructions, know that:
- Lists any material or equipment needed, in order.
-Keeps to the order in which the steps need to be followed to achieve the stated goal.
-Diagrams or illustrations may take the place of some written text.
-Uses imperative verbs within commands)
- Instructions may include negative commands.
-May include additional advice</td><td colspan="2">No new knowledge linked to instructions and or recipes. In addition to this, this genre is very limiting and will not give as much opportunity as other genres to practice sentence and word level work that will help children to hone their writing. Therefore, choose this genre with caution in KS2.</td></tr>
<tr><td>Recount</td><td></td><td colspan="2">Recounts: know that
Refer to real events
Begin by setting the scene.
Sequence events in the order they happened
Contain some additional detail about each event.
Finish with closing statement
Are usually written in the past tense.
Personal recounts are common and use first person, but sometimes the third person (then they)</td><td>Recounts: know that
Follow the features outlined in KS1 and also that:
Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!).
Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile).
Contain some reader orientation such as scene-setting or establishing context
Include re-orientation, e.g. a closing statement that may include elaboration.
Make take the form of a diary in which case there may be more emotional responses, thoughts and personal perspectives.</td><td>Recounts: know that
Follow the features outlined in LKS2 and also:
Can be a fictional recounts as part of a narrative piece.
In fictional recounts, the recount can sometimes re-order the chronology of events in the narrative - using techniques such as flashbacks and moving the focus backwards and forwards in time.</td></tr>
<tr><td>Narrative</td><td></td><td>Narratives, know that:
Simple narratives and are told/ written in first or third person and past tense.
Events are sequenced to create texts that make sense.
Sometimes draw upon repeated or formulaic phrases e.g. Once upon a time ...
Y1:
Be able to
Write a short series of sentences
NB No expectations to write a full story. Narrative types: description / alternative ending / part of a story

Y2: should also be able to
Writing narratives about personal experiences and those of others (real and fictional)
NB No expectations to write a full story. Consider for summer term using 3 part plan.</td><td>Narratives, know that:
Narratives and retellings are written in first or third person and past tense, occasionally present tense.
Events are sequenced to create chronological plots through the use of adverbials and prepositions.
Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward
typical characters, settings and events are used in each genre.
conjunctions, adverbs and adverbial phrases are widely used to: move the narrative along, signal time (later that day, once) or move the setting to surprise or create suspense.
Y3: Be able to
Write with an awareness of the above features
To write a story in which a plot is developed.
Include extra detail to interest the reader
Y4 should also be able to
Builds excitement as the hero faces and overcomes a problem</td><td colspan="2">Narratives, know that:
Have the features taught in LKS2 and:
May include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking).
Use taught techniques (conjunctions, adverbs and adverbial phrases and dialogue) to control the pace of the narrative (giving more/less detail in more/less important parts of the story).
Shows characterisation through the use of description and dialogue.
Use evocative language to engage and excite the reader and create atmosphere
Y5: Be able to
Write a narrative that shows an awareness of these taught features
Describe settings and characters with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace and atmosphere.
To suggest that something is going to happen over a series of sentences or paragraphs.
Y6 Should also be able to:
Drop clues to encourage involvement through prediction, (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...)</td></tr>
</table>

		Narrative types: description / alternative ending / whole sections of a story		• Effectively blends action, dialogue and description • Uses dialogue to advance the action. "What was that noise? Did you hear it too?"	• Build tension in waves, with one problem after another accelerating the adventure with the high point of tension near the end. • Develop characterisation through description and dialogue • Vary and control the pace of their own writing to hold the interest of the reader
Non-chron/information		**Non-chronological reports/information texts, know that** • A series of information / factual sentences is a information text • These have a title that states what the writing is about	**Non-chronological reports/information texts, know that:** • Begin an opening statement. • Information organised to help the reader • main ideas grouped together. • have subtitles • Often written in the third person and present tense.	**Non-chron reports: know that:** • Begin with an opening statement, often a general classification sometimes followed by a more detailed or technical classification • a description of whatever is the subject of the report • Use technical vocabulary • Description is used for precision rather than to create an emotional response (so imagery is not heavily used). • grouped information linked to the subject of the report • Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). • Description is usually an important feature, including the language of comparison and contrast. • Use headings and subheadings to group ideas • Sometimes written in the past tense, as in a historical / newspaper report. (although think carefully before choosing this complex genre) From Y4 onwards there is no new 'knowledge' relating to reports. For this reason this genre can be a good way to reduce cognitive load when trying to practice other organisational devices or grammar knowledge.	
Explanation			*(not required by NC but schools may choose this form if they wish) Explanations, know that:* • *Begin with a statement to introduce the topic.* • *Contain a series of logical steps explaining how or why something occurs*	**Explanations, know that:** • Begin with a statement to introduce the topic. • Contain a series of logical steps explaining how or why something occurs. • Use of temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. • Use of causal conjunctions, e.g. so, because of this From Y4 onwards there is no new 'knowledge' relating to explanations. For this reason this genre can be a good way to reduce cognitive load when trying to practice other organisational devices or grammar knowledge.	
Persuade/Argue/Discuss				**Persuasive texts, know that:** • Begin with an opening which states the position. • Sequence of arguments as points with some elaboration. • Convey a convincing viewpoint using the point of view of others or 'factual' data to support or contrast writer's own opinion. • Close with reiteration as a summary and restatement of the opening position.	**Discussion texts, know that:** • Begin with a statement of the issue plus a preview of the main arguments • Arguments for, plus supporting evidence • Arguments against, plus supporting evidence (alternatively, argument/counter argument, one point at a time) • End with recommendation – summary and conclusion

Sentence structure								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Combining *First ch must learn what a sentence is. Then they learn that they can join sentences using conjunctions to combine ideas.*	• To name objects / things / people and put these words orally into phrases.	• To know a sentence must have a naming parts and an action/being part to be a sentence • To orally use some simple conjunctions such as 'and' and 'because'.	• To understand how words combine to make sentences. • To know a sentence must have a naming pats and an action/being part to be a sentence • A sentence can also include a when/where part • To join words, phrases and or simple sentences using 'and'.	To know: • A simple sentence is a group of words with a verb, there is always a naming and action/being part and sometimes a when where part. • A phrase is a group of words without a verb. • To know that a conjunction is a word that joins simple sentences or clauses together and that these can be co-ordinating or subordinating. • To write sentences using 'and', 'or', 'but' to join ideas or simple sentences (co-ordination). • To write sentences using 'when', 'if', 'that', because' to join ideas and simple sentences (subordination).	• Use a wider range of subordinating and co-ordinating conjunctions to combine simple sentences		• Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences • Remove overused subjects in a sentence by combining sentences • Isolate essential information from an otherwise redundant sentence and embed key information into the base sentence* (linked to sentence shrinking) see examples in appendices 1	
Sentence expanding *Adding further detail/description or precision with a sentence. Adding additional clauses to give more information.*	Speak clearly in a variety of situations pronouncing words correctly in short sentences (4-6 words).	• To orally sequence at least 5 words into a sentence. • Write phrases and short sentences that can be read by others.	• Start sentences in a different ways • To engage readers by using adjectives to describe	• Write sentences with expanded noun phrases	• To know what a clause is, and the different types of clause: main and subordinate • To be able to understand and use the different sentence types in writing compound, simple, dual/multi clause) • To vary sentence structures *Draw on examples from Alan Peat in small steps doc to support this as required*	• To give more detail about what a character is doing while speaking. • To use a wider range of subordinate conjunctions, e.g. although, as, since. • To use phrases linked to subordination, e.g. so that, even though. • To use subordinate clauses at the start and end of sentences. • Know that a reporting clause is a clause which indicates that you are talking about what someone said or thought *Draw on examples from Alan Peat in small steps doc to support this as required*	• To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). • To use relative clauses, that have an omitted relative pronoun. • To understand that a relative clause adds further information about the subject of the sentence this can be defining (essential) or non-defining (non-essential). • To know that a relative clause is a type of subordinate clause. • To use relative clauses both at the end of sentences and embedded within. • Use verbs ending in 'ed' or 'ing' to start clauses to build multi-clause sentences *Draw on examples from Alan Peat in small steps doc to support this as required*	• Use adverbs/ adverbial phrases to qualify intensify or emphasise the subject of the sentence e.g the dog is so incredibly stupid, an exceptional result. • Understand the impact that different sentence structures can have on a reader and use these for effect throughout their work e.g. positioning of subordinate clauses, whether to expand a noun phrase or not, where a simple short sentence has more impact.
Sentence shrinking		• To understand that a sentence contains one or two ideas but no more.	• To understand that a sentence contains one or two ideas but no more.	• Vary sentence construction – sometimes including simple sentences with longer ones (compound/complex)	• Use one word in isolation to grab the readers' attention e.g. Stop!	• Mix short and long sentences to change, accelerate or show pace for reader.	• Edit sentences to remove unnecessary detail • Understand a sentence can contain 3 clauses but no more.	• Use precise vocabulary to reduce word use (e.g. found out = discover)

Sentence signposting	To verbally label objects with words and phrases.	• To separate words with spaces.	• Order some events using number/time indicators *e.g. Then I had lunch.*	• Start sentences in different ways from a name or personal pronoun,*.e.g. One bright morning…* • To identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.	• To use adverbs and adverbial phrases to show how, when and where something happened, • To express time, place and cause, using conjunctions, adverbs or prepositions • To use a range of subordinating conjunctions, to express time, give comparisons and show cause and effect	• To use fronted adverbials to give more detail or link ideas across paragraphs. • Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.	• Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g secondly • Use a widening range of conjunctions (e.g. while, so, although) including those that set up a contrast of relationships across a paragraph(s) e.g. despite, nevertheless, consequently • Create different emphasis in sentences through word order and noun phrases	• Use a range of adverbial phrases to link ideas across paragraphs

Word class and word effects								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word classes: Content words Nouns, main verbs, adjectives and adverbs	• To name objects / things / people and put these words orally into phrases.	• To know that ‘went’ is the past tense of ‘go’. • To know that some words name people, objects or things. These form the naming part of a sentence • To know the personal pronoun ‘I’ relates to themselves.	• A noun is a person, place or thing. • A verb is an action or being word. • An adjective describes a noun. • Use some simple descriptive words *(shape, colour, size, emotions)*	• To know that a subject/naming part of a sentence can be a person, place or thing. • To know that a verb is a ‘being’ or ‘action’ word. • To use adjectives to describe and specify. • Know an adverb is a word that adds more detail to a verb (how or when) • To use –ly to turn adjectives in to adverbs for description.	• The subject in a sentence is the noun that is doing the verb. • Add detail into descriptions through precise words choice and descriptive noun phrases • Words and phrases that describe why something happens are adverbial phrases. • Use adverbs and adverbial phrases to add detail, show cause or vary sentence structure	• To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition • To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. • To use a wider variety of adverbs and adverbial phrases to add detail, show cause or vary sentence structure	• Using expanded noun phrases to convey complicated information concisely • Ensure correct subject and verb agreement when using singular and plural	• To understand how words are related by meaning as synonyms and antonyms, and use them in context. • To identify the subject and object of a sentence. • To use the subjunctive form of the verb to emphasise formality, urgency or importance • Show the difference between formal structures and informal structures, through the use of question tags and subjunctive form.
Word classes: Function words Articles, pronouns, conjunctions, prepositions, modal verbs, auxiliary verbs		• To use ‘the’ to start sentences.		• Know that some words (called conjunctions) can be used to join ideas (clauses) in sentences	• Use ‘a’ before a word that begins with a consonant. Use ‘an’ before a word that begins with a vowel. • To use prepositions to give more information about where or when something is/was. • Use a widening range of co-ordinating and subordinating conjunctions e.g. while, so, although	• To identify, select and effectively use pronouns. • To know that ‘the’, ‘a’ and ‘an’ are determiners. • To know that a determiner comes before a noun or an adjective (within a noun phrase). • Use a widening range of co-ordinating and subordinating conjunctions including those that set up a contrast of relationships, e.g. despite	• To convert nouns or adjectives to verbs using suffixes. • To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch, • To use verb prefixes to create antonyms. • To indicate degrees of possibility with adverbs and modal verbs.	• To know that the different types of determiners are articles, possessives, quantifiers and demonstratives. • Switch ‘was’ for ‘were’ to create the subjunctive mood to describe a dream or wish.

						• To use phrases linked to subordination, e.g. so that, even though.		
Grammar effects	• Use some correct tenses when speaking independently. • Repeat correct tense in a sentence back to the adult.	• To use past and future tense orally • To understand that most , but not all past tense words end in '-ed'. • To know that 'went' is the past tense of 'go'.	• Sometimes use the correct tense and maintain it. • To use some common irregular past tense verbs. • To know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be). • To know and use the different forms of the 'to have' (has, had).	• To use past and present tense consistently including past progressive form • To ensure subject and verbs agree when writing. • To use present and past progressive to mark actions in progress • To use the suffixes -ness and -ment (to form nouns). • To use the suffixes -ful and -less to form adjectives. • To know that a suffix is a complete group of letters added to the end of a word.	• To identify word families related to common words, and use in context. • To use present perfect form of verbs instead of simple past. • To use past progressive to mark actions in progress.	• To understand the difference between plural and possessive 's'. • To understand the difference between standard English forms of verb inflections, compared to local spoken form	• Deploy tense choices that support cohesion by making links e.g. he had seen her before (use of the perfect form of verbs). • Ensure the consistent and correct use of tense throughout a piece of writing • To identify further differences between standard English forms of verb inflections, compared to local spoken form and use in context.	• To use passive voice to affect the presentation of information in a sentence.

Punctuation								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminators	To pause after expressing an idea	• Punctuate a simple sentence using a capital letter and full stop • To use a capital letter at the start of their name.	• If a sentence is a 'what, why, when, how, where' question, I end with a question mark instead of a full stop. • If a sentence is a "how or what" exclamation, I end with an exclamation mark instead of a full stop. • Every sentence begins with a capital letter and ends with a full stop.	• To write questions using a question mark correctly at the end. • To write exclamations using an exclamation mark correctly at the end. • To write commands and statements and use a full stop correctly at the end.	• Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency			
Separators		• Use finger spaces between words	• Use appropriately sized finger spaces between words	• adverb • To use apostrophes to show contractions.		• To use other punctuation to indicate direct (reported) speech. • To use a comma to separate the reporting clause. • To use a comma to mark fronted adverbials.	• To use commas to clarify meaning and avoid ambiguity. • To know that parentheses are used to add extra information in to a sentence (when removed the sentence still makes sense on its own).	• To use semi-colons, colons and dashes to mark clauses: • To use a semicolon within lists where more information is included. • Use a colon to introduce a list

						• To use a comma after a subordinate clause if it comes at the start of a sentence • To know that a comma is used to separate clauses.	• Use brackets, dashes or commas to indicate parenthesis • To understand that dashes are used in less formal writing. • To know that commas are used to show where a relative clause starts and ends. • To use correct punctuation and text structure when adding the listener's reaction to direct speech.	• Colons can be used to join two independent clauses when the second clause gives more detail about the first. • Use brackets, dashes or commas to indicate parenthesis
Other	To see differences in lower case and upper-case letters within their names.		• Use capital letter for names • Use capital letter for the personal pronoun 'I' • Use a capital letter for a proper noun • Use a capital letter for days of the week • Know and use the following terms to discuss their writing: capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark	• To use capital letters for names of places and months of the year. • To use apostrophes to mark singular possession.	• Use inverted commas to punctuate direct speech • Know and use the following terms to discuss their writing: inverted comma	• Indicate possession by using the possessive apostrophe with plural nouns		• To use bullet points to list information and punctuate these correctly. • To accurately and consistently punctuate speech when the speaker is before, after or in the middle of direct speech. • To use ellipsis. • To use a hyphen to avoid ambiguity.

Vocabulary								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Metaphors Similes Analogies Synonyms	• Use words from texts read	• Use key vocabulary (tier 2) in talking about learning • Know words linked to emotions beyond happy and sad (linked to PSED) • Use words from texts read	• Use simple word choices that helps to convey information and ideas, e.g. story or topic related vocabulary	• Write sentences with adventurous adjectives • Use taught technical words linked to units studied • Choose words appropriate to the writing	• Use similes to build imagery in writing • Choose words because of the effect they will have on the reader. • Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'	• Use the word 'as' to build a simile e.g. the train was as slow as a hearse. • Use metaphor to create vivid images in the reader's mind. • Make language choices that are interesting and varied. • Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary	• Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary, and imagery linked to senses. • Use a thesaurus • To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.	• Use figurative language to enhance meaning or imagery • Use varied and precise vocabulary to create particular stylistic effects. • Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Select synonyms accurately for effect rather than as an alternative for an original word
Technical	Use technical words linked to units taught e.g. floating and sinking,	• Use technical words linked to units taught e.g. space, dinousaurs,	• Can use the following terminology from Appendix 2 to discuss their writing: letter,	• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun	• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition,	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym,

		understanding and the world topics	capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma	conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma	and reading: determiner, pronoun, possessive pronoun, adverbial	pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	antonym, ellipsis, hyphen, comma, semi colon, bullet points

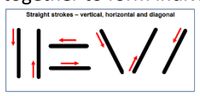
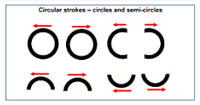
Spelling – this may need review at school level but this breaks down the year group word lists related to the rule that teaches the spelling. These should be taught in the following order: first secure phoneme spellings then in order: alternate graphemes; spelling rules; homophones and then morpheme pattens. CEWs should be delivered throughout.

	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonemes (individual sounds in words and their grapheme correspondence) **Bold words on are on the word lists**	To hear and say the initial sound in words. To recognise words with the same initial sound. To write initial sound of own name.	• Know the graphemes and apply them to spelling for: m a s d t I n p g o c k u b f e l h sh r j v w th z y ch qu x ng nk • To segment the sounds in words. • To link sounds to letters, naming and sounding the letters of the alphabet. • To write short sentences with words with known sound-letter correspondences that can be read by others	• Know the taught graphemes and apply them to spelling for: - ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure Spell words with the n sound spelt 'kn' and (less often) 'gn' at the beginning of words *e.g. knight, gnome* The vowel letters are: a, e, i, o, u. All other letters are consonants.	• Use the first letter of a word to check its spelling in a dictionary • Spell words with alternative j '-ge', '-dge' and 'g' *e.g. village, badge, giant* • Spell words with the s sound spelt 'c' before 'e', 'i' and 'y' *e.g. city, celery* • Spell words with '-wr' at the beginning • Spell words with the zh sound spelt 's' e.g. television, treasure • Spell words ending in '-tion' • Spell words with alternative 'l' at the end: 'el' '-al' '-il', 'a' before 'l' and 'll e.g. chalk, hall	*The Y3 and 4 spelling rules for phonemes can be moved to the alternative year group. However, below is a suggested structure for year group division* • Use the first two or three letters of a word to check its spelling in a dictionary • Spell the soft c sound spelt 'ce/ci', **bicycle, centre, century, certain, circle, decide, exercise, medicine, recent, experience, notice, sentence, increase, promise, purpose, accident(ally),** • Spell the 'zhure' sound (e.g. pleasure, treasure including pressure) • Spell the 'chure' sound (e.g. furniture, picture) • Spell the 'k' sound spelt 'ch' (e.g. scheme, chorus, from Greek) • Spell the 'sh' sound spelt 'ch' (e.g. chef, chalet, from French)	• Use the first two or three letters of a word to check its spelling in a dictionary • To write from memory simple dictated sentences, including Year 4 taught words and punctuation. • To use a junior thesaurus. • Spell the 'g' sound spelt 'gue' (e.g. tongue, vague – from French), **gu guard guide**, g **grammar, group, regular** • Spell the 'k' sound spelt 'que' (e.g. plaque, unique – from French) • Spell the 's' sound spelt 'sc' (e.g. science, fascinate) • Spell the 'shun' sound spelt 'cian', 'tion', 'sion' including question, **mention**, **position**, **possession, question**	*The Y5 and 6 spelling rules for phonemes can be moved to the alternative year group. However, below is a suggested structure for year group division* • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary or thesaurus • Spell some words with 'silent' letters • Spell the 'shus' sound spelt '-tious', '-cious' including **conscious (conscience)** • Spell the 'shul' sound spelt '-cial' and '-tial'	• Spell words with the 'j' sound, including **language, average, exaggerate, privilege, prejudice** • Spell words with the 'sh' sound, including **ancient**, **especially**, **sufficient**, **competition**, **explanation**, **conscience**, **conscious**, **profession**, **appreciate** • Spell further words with a soft 'c' spelt 'ce' including **cemetery**, **criticise**, certificate, celebrate, **necessary**, **sincere**, December, **sacrifice**, **hindrance**, **nuisance**, **prejudice**
Alternative Graphemes **Bold words on are on the word lists**		• Spell words by identifying sounds in them and representing the sounds with a letter or letters.	• Spell words containing each of the 40+ phonemes already taught • Use letter names to distinguish between alternative spellings of the same sound	• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. • Spell words with the i sound spelt 'y' at the end of words e.g. cry, sky, shy • Spell words with the ee sound spelt '-ey' at the end of words e.g. donkey • Spell words with the o sound spelt 'a' after 'w' and 'qu' e.g. watch, squash • Spell words with 'ar' after 'w' e.g. war, warm, warn	*The Y3 and 4 spelling rules for alternative graphemes can be moved to the alternative year group. However, below is a suggested structure for year group division* • Spell 'ay' sound graphemes – 'ay', 'ai', 'eigh', 'ey', 'ei', including: **straight, eight, eighth, reign, weight, separate, favourite, potatoes** • Spell 'u' sound spelt 'ou' (e.g. young, country, **enough**) • Spell 'ew' sound graphemes: ough – **through**, ui- **fruit**, **bruise** ou – **group**	• Spell the 'er' sound spelt 'ear' including **earth, heard, learn, early,** ir – **circle**, ur – **purpose**, **surprise**, er – **perhaps**, **remember**, **quarter**, re – **centre**, ar – **grammar**, **peculiar**, **particular**, **popular**, **regular**, **calendar, soldier** • Spell the 'i' sound spelt 'y' (e.g. myth, **bicycle**, gym, including **symbol**, system, rhythm, physical) 'ui'	*The Y5 and 6 spelling rules for alternative graphemes can be moved to the alternative year group. However, below is a suggested structure for year group division* • Spell the 'ee' sound spelt 'ei' after c including **achieve**, **convenience**, **mischievous** • Spell ee sounds committee, guarantee, 'y', **accompany, category, cemetery, community, controversy, curiosity, dictionary, especially, forty, frequently, identity, opportunity, secretary, sincerely, variety**	• Use dictionaries to check the spelling and meaning of words • Spell words with silent letters including **yacht, rhyme, rhythm, twelfth** • Spell ee sounds 'e' **appreciate, convenience, frequently, immediately, vehicle** 'i' **familiar, pronunciation** • Spell er sounds 'er' **determined, interfere,**

				• Spell words with the u sound spelt 'o' e.g. none, mother • Spell words with the er sound spelt 'or' after 'w' e.g work, worm, world	• Spell o-e sound graphemes: **suppose,** ough **though, although** o **notice.** • Spell or sound graphemes **forward**, **important**, **ordinary**, 'ough', including **thought, '**augh' **caught, naughty,** exceptions: **quarter** and **therefore** • Spell 'ee' sound graphemes 'ea' **breathe**, 'ie' believe, 'e-e' **extreme**, **complete**, 'i' **material**, **peculiar**, **various,** 'y' **library**	**build**, 'u', **busy**, **business**, **minute**	• Spell words which include the grapheme 'ough' including **thorough** • Spell the 'or' sound spelt 'or' including **forty, category, according, opportunity, foreign**	**shoulder,** 'eur' **amateur,** 'our' **neighbour**
Spelling Patterns (common spelling patterns) **Bold words on are on the word lists**			• Add suffixes '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Sounds ve • the tch sound is usually spelt as tch if it comes straight after a single vowel letter.	• Double consonants • Spell words with contracted forms • Add suffixes '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel letter • Add suffixes '-es' to nouns/verbs ending in 'y'		• Plural nouns of words ending in 'o'. • Spell some words with silent letters including **island, knowledge, build, guard, answer, guide, surprise, February, often**		
Homophones (words that sound the same but have different meanings)			•	• Spell many homophones e.g. blue/blew, one/won, sea/see, to/too/two • Distinguish between homophones and near-homophones e.g. quiet/quite, night/knight, there/their/they're	*The Y3 and 4 spelling rules for homophones can be moved to the alternative year group. However, below is a suggested structure for year group division* • Spell further homophones and understand their meanings *including mail/male, hear/here, its/it's, heel/heal/he'll, whose/who's, knot/not, meat/meet, missed/mist, rain/rein/reign, ball/bawl, ate/eight, fair/fare, break/brake*	• Spell further homophones including medal/meddle, affect/effect, accept/except, weather/whether, plain/plane, great/grate, scene/seen, berry/bury, piece/peace, groan/grown, main/mane	*The Y5 and 6 spelling rules for homophones can be moved to the alternative year group. However, below is a suggested structure for year group division* Spell homophones and near homophones and explore their meaning including aisle/isle, aloud/allowed, alter/altar, cereal/serial, bridal/bridle, past/passed, desert/dessert, profit/prophet, scent/ assent, dissent/descent	• Continue to distinguish between homophones and other words which are often confused Spell near homophones that end in ce/se (e.g. advice/advise and practice/practise)
Morpheme Patterns (word parts – e.g. words roots, prefixes and suffixes)		To use their phonics knowledge (refer to phonics progression document) to segment words to spell. To write dictated sentences with sounds and words learnt.	• Spell the days of the week • To correctly spell words with the un- prefix. • To know that when the prefix un- is added to a word it changes the meaning to be the opposite. To write words with the suffixes -ed and –ing, where there are no changes to the root word. • Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words • To know that adding -s to a noun makes it plural.	• Add suffixes to spell longer words, including –ly, –ment, –ness • Add suffixes to spell longer words, including –ful, –less (to create adjectives) • To write dictated sentences, using GPCs, words and punctuation learnt. • To segment spoken words into phonemes and represent these with graphemes.	*The Y3 and 4 spelling rules for morpheme patterns can be moved to the alternative year group. However, below is a suggested structure for year group division* • Form nouns using prefixes e.g. super, anti, auto • Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble. • Add suffixes beginning with vowels to words of more than one syllable	• Use further prefixes and understand how to add them: re-, sub-, auto-, inter- (including interrupt, interfere), anti- • Use further prefixes and understand how to add them: ir- (including irregular), il-, im- (including important, impossible), in- (including incomplete) • Add suffix '-ation' to make a verb a noun including:	*The Y5 and 5 spelling rules for morpheme patterns can be moved to the alternative year group. However, below is a suggested structure for year group division* • To independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically. • Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' • Convert adjectives to verbs using suffixes –ate,-ise,-ify, -en,	• Spell words ending in '-ance' and '-ence' including **hindrance** • Spell words ending in '-ible' and '-able' • Add suffixes to words ending in '-fer' • Use knowledge of etymology in words • Recognise how words are related by meaning as synonyms and antonyms • Explore and accurately use word families based

			• To know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural • To name the letters of the alphabet in order. • Spell compound words.		(e.g. forget/forgetting, limit/limiting) • Use the prefixes mis-, dis-, un- and understand how to add them Add the suffix -ly to form adverbs including **probably**, particularly, peculiarly, possibly, quarterly, ordinarily, **occasionally**, **regularly**, **accidentally**, **differently**, **completely**, **naturally actually**, frequently	**consider**ation, **continu**ation, **experiment**ation, **imagin**ation, **vari**ation (**various**)	• Convert nouns or verbs into adjectives using suffixes -ful, -ive, -al including: **environment**al, **interrupt**ive, persuasive (**persuade), physical** • Use the prefixes de-, re-, and over-, • Word families based on common words, showing how words are related in form and meaning (morphology) *ment – **parliament**, **government**, **equipment**, **environment** etc.*	on common words, showing how words are related in form and meaning (morphology), including: • *Temp - **Temperature**, temper, temperament, tempered etc.* • *Vary – **variety**, variation, varied, variable, variance etc.* • *Gest – suggest, digest, gestation, congestion etc.* • *Light – lightning, daylight, enlightening, twilight etc.* • *Acc – **accommodate**, **accompany**, **according**, access, accuse, accomplish, accumulate etc.* • *Sign – **signature**, design, assign, significant, resignation, resign, assignment, signal* • *Gram – programme, telegram, diagram, hologram, grammar, parallelogram etc.* • *Comm – **committee**, **communicate**, **community** etc.* *Velop – **develop**, envelop, etc.*
Exception Words		**Read and spell the common exception words** the, a, my, I, he, she, me, of, some, come	Read and spell the Year 1 common exception words • the, a, • do, to, today, • of, said, says, • are, were, was, is, • his, has, I, you, your, • they, be, he, me, she, we, • no, go, so, by, my, • here, there, where, • love, come, some, one, once, • ask, friend, school, put, push, pull, full, house, our	Read and spell the Year 1 and 2 common exception words including: • find, kind, mind, behind, child, children, wild, climb, door, floor, poor, because, most, only, both, old, gold, hold, told, every, everybody, Christmas, Mr, Mrs, people • most, only, both, could, would, should, move, prove, improve, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class grass, pass, plant, path, bath • hour, move, prove, improve, sure, sugar, eye, could, would, who, whole, any, many, clothes, busy, water, again, half, money •	*The Y3 and 4 CEWs can be moved to the alternative year group. However, below is a suggested structure for year group division* • Spell words that are often misspelt that contain double consonants: **address, appear, arrive, disappear, opposite, pressure**	• Spell words that are often misspelt: **breath, describe, famous, heart, height, history, interest, length, promise, special, strange, strength, woman, women**	*The Y5 and 6 CEWs can be moved to the alternative year group. However, below is a suggested structure for year group division* Spell words that are often misspelt that contain double consonants: **aggressive, apparent, attached, correspond, embarrass, excellent, (guarantee), harass, marvellous, occupy, occur, recommend**	Spell words that are often misspelt: **available, awkward, bargain, definite, desperate, disastrous, existence, leisure, lightning, muscle, queue, recognise, relevant, restaurant, stomach, symbol, system, vegetable**

Handwriting

EY pre-writing (inc FS1)	EY - handwriting	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pencil control concepts</u> • Stages of motor learning ○ Thinking about it ○ Practicing it ○ Doing it automatically • Motor learning includes: ○ Shape formation ○ Directionality ○ Fluidity of movement ○ Pressure control ○ Fine motor skills ○ Pencil grip To assist in readiness for handwriting, we ensure that children make progress through the developmental continuums for: fine motor skills / scissor skills / pre-writing skills (which includes hand preference). **<u>Fine motor skills</u>** These include: ○ Strengthening work ○ Skill building activities ○ Speed work **<u>What to teach</u>** Children should be secure with these individual strokes before putting the strokes together to form individual graphemes.   -Teach the movements up and down, forward and backward -To trace lines and circles (making a clockwise/anti clockwise movement) -To practice marks that, involve multiple movements e.g. square, cross, zig zag figure of eight, spiral wave) -To practice anticlockwise and clockwise movements -Imitate shapes that involve multiple movements e.g. square, cross, zig zag figure of eight, spiral wave) -Cross the midline -Write some letters accurately e.g. letters from their name query **They should also be given the opportunity to:** -Mark make and give meaning to marks using different strokes that lead to letter writing. (e.g directions and shapes: arches) -Form letters and say what they have written (e.g letters from name or initial sounds) -Mark make with small mark making equipment pencils, chalks, pens using different strokes that lead to letter writing. (eg directions and shapes)	*Explicit handwriting instruction is built on children's early movement and coordination skills, and their security in the pencil control concepts of shape formation, shape manipulation, directionality, fluidity of movement, fine motor skills, pressure control and pencil grip.* **<u>What to teach</u>** **To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.** • <u>Know the handwriting position:</u> ○ Feet flat on the floor ○ Bottom at the back of the chair ○ Body one fist from the table ○ Shoulders down and relaxed ○ Back leaning forward slightly ○ Non-writing hand holding the page ○ Writing hand ready in tripod grip ○ Elbow support to prevent sloping. **To apply correct letter formation of all letters.** • Form all lower-case letters of the alphabet accurately on plain paper. ○ Around letters: c a o d g q ○ Down letters: l t b p k h l j m n r u y ○ Curly letters: e f s ○ Zig zag letters: v w z x **Know where to place the letters on the writing line** **To hold a pencil in tripod grip in preparation for fluent writing.** This is linked to physical development and can be practiced through opportunities examples of which can be found **<u>here</u>** **They should also be given the opportunity to:** To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons .	• sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these: ○ a d g o c q ○ u y ○ b p.	• form lower-case letters of the correct size relative to one another • 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	• use the diagonal and horizontal strokes that are needed to join letters • consistency and quality of their handwriting, - ensuring that the down strokes of letters are parallel and equidistant, -that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • To ensure lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. • To use a neat, joined handwriting style with increasing accuracy and speed. • To understand which letters, when adjacent to one another, are best left unjoined. •	• Develop their own fluent style • increase the consistency and quality of their handwriting, even when writing at speed. • To ensure downst rokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch. • To understand which letters, when adjacent to one another, are best left unjoined.	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implemen t that is best suited for a task	Adapt handwriting for different purposes e.g. print; bold; italics

Implementation in the teaching of writing through units of work – a 'phased' approach

Whilst writing is built up of several components, and practicing these discretely will help children develop automaticity, whole text understanding and vocabulary acquisition is crucial in developing a deep understanding of narrative and other writing purposes.

At Shrewton, we believe that for our children to become writers, the starting point of a sequence of learning in writing should be children enjoying good examples, immersing themselves in the language, character and plot of narrative and finding interest in the fascinating facts or insights of non-fiction writing. Without this, children will not develop the vocabulary or the motivation to develop their own writing. This is also important to give children a 'sense of' the book as a whole, why it has been written (purpose) and who for (audience). Once engaged, children should begin to notice things that writers have done to engage them – techniques that have been used and choices that have been made with the reader in mind – this constitutes phase 1: engagement (in a text) and seeing and noticing (techniques) linked to what the teacher ants to teach them to get better at so they can progress in their own writing. Then, in phase 2 (teach, apply and practice) children should, (under the expert guidance of a teacher) begin to practice some of these approaches – out of the context of longer pieces of writing to allow them the space in the working memory to hone and develop the newly taught techniques. It may be that children then go on to practice these within a short piece of writing, applying their new or previously taught skills into a context. Finally, children should (in phase 3) be encourage to plan a whole piece of extended writing. This should be appropriately planned and scaffolded, drawing on the good examples that they were exposed to in phase 1 and with an attempt to incorporate the new or revisited knowledge that was practiced as part of phase 2, and writing should happen over a series of lessons.
Feedback, deliberate teach instruction, vocabulary development and opportunities for editing and revising would run through the phases – these are part of a constant process that supports children to write rather than something that happens in a distinct phase.

This process is outlined in the diagram below, with more detail about activities linked to each phase given in the table underneath.

A sequence for teaching writing through a phased approach

Engagement – seeing and noticing



Know who my purpose and audience are. See models. Notice and understand techniques/devices writers have used. Notice how texts are organised (text structure). Generate ideas.

Teach and apply – practise it



Accuracy in transcription (handwriting and spelling) as well as practising taught composition - grammar, punctuation and spelling.

Apply, generate and refine

- Plan writing
- Draft writing (true to text structure & purpose & audience)
- Revise, evaluate & edit (true to text structure & purpose and audience)



Stage	Exemplified content of each stage	What might this look like?
Phase 1 Engagement:	**Oral Rehearsal:** The engagement stage allows children to become immersed in the text type that will be focussed on throughout the unit. The children will listen to and may learn / re-tell parts of the text off by heart so that they can memorise and internalise the language and sentence patterns of the text type. **Reading as a reader** encourages the children to understand the text and the characters at a deeper level. It requires the children to analyse and unpick the model text and its features. It could also include elements of drama and short burst writing to rehearse previously taught knowledge linked to the different components of writing. **Reading as a writer** gets the children thinking about a writer's toolkit and how they would be able to recreate something just as effectively. They analyse the techniques authors have used and the structure and shape of the text linked to the knowledge that the teacher wishes for them to learn or develop in phase 2. This enables the children to magpie (borrow) what they need from the text when writing their own. **Generate ideas for writing**	**Enthusing** • Share a high-quality text and learn some of the language and rich vocabulary – when studying narrative, reading for the love of stories and listening to teacher as storyteller. • Engaging in events (to recount) or finding out about things (to report) that give them the knowledge they need to be able construct their writing. • Retell / role play/re-enact parts of the narrative • Develop opportunities for oral rehearsal of the text, Retelling with actions so that children can 'talk like the text'. **Developing language** • Learn new vocabulary, story words and structure • Learn the story, including story language and vocabulary **Sharing models** • For early-novice writers, share a simpler version in a model text that provides ample opportunity to link to spelling and handwriting focus in phonics. (Links to what is expected when children write). • For children who are developing in expertise, share high quality texts which has built into it the underlying, transferable structure and shape, sentence structures, grammar effects and language patterns that students will need when they are writing. • Establishing a sense of audience and purpose e.g. producing leaflets for younger children about healthy eating • Exploring structure and shape through e.g. boxed up planning. • Producing a tool kit for the key knowledge required for writing in this genre at this target successfully. **Practice of previously taught knowledge** • All of this first phase is underpinned by rehearsing key spellings, handwriting and grammatical patterns, including answering relevant SPAG style questions, allowing children to analyse, evaluate and reason about author choices.
Teach and apply – practice it	**Explicit teaching of knowledge** linked to transcription (early writers) sentence structure, grammar or punctuation effects (novice-growing expertise writers) **Deliberate practice** of new knowledge **Shared or modelled writing** **Oral rehearsal** of sentences	• Worked examples • Examples and non-examples • Sentence stems and scaffolds • Short burst writing to practice newly taught (or revisited) knowledge • Editing for accuracy

	Opportunities for revising work to increase its impact	• Shared sentence redrafting to evaluate which are the most effective (novice-growing expertise writers) • Specific small step teaching of the essential transcription and compositional knowledge through the constant development of the disciplinary concepts. Taught and practiced in short burst writing e.g. writing noun phrases, writing in a passive voice, writing a multiclause sentence
Apply, generate and refine	**Generating ideas** that either adapt or extend the ideas in the original example. Ways of adapting a narrative include: • Substitution— change the settings or characters • Addition— add in something new to the story • Alteration—changing a part of the story e.g. a different ending • Viewpoint—writing from a different person or character's point of view. **Planning** their own writing either orally (early writers) or supported by a written template/prompts Using writing toolkits generated in phase 1 to support them in this. **Rehearsal** of ideas **Shared or modelled writing** where the teacher exemplifies the disciplinary process writing as a writer and how to apply previously rehearsed techniques linked to a more structured, extended piece of writing **Continuous editing (every few sentences/paragraphs).** **Continuous feedback on the impact of writing, supporting children in their own editing and revising skills.** **Independent writing, over a series of lessons to create a more extended piece** **Evaluation of work in regards to how well the plan was delivered, effectiveness and accuracy**	• Stimulus to write is shared and is purposeful and (for those growing expertise) has an identified audience. Stimuli can include: a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit • Discussion and oral work to develop ideas • Modelled /shared planning • Independent planning using a scaffold, success criteria or prompts to ensure children include specific features or techniques in their work • Continued reference back to the plan • Sharing good example of work with the rest of the class • Opportunities to share in revising and editing work • Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. • Children are guided through planning, drafting and revising their work independently.

Map of extended writing outcomes and handwriting/SPAG focuses for explicit teaching

	National Curriculum relating to form (text structures)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS **Texts studied as stimuli**							
Planned writing outcomes							
New learning linked to transcription / SPAG							

Years 1 **Texts studied as stimuli**	sentences, short narrative						
Planned writing outcomes							
New learning linked to transcription / SPAG							
Year 2 **Texts studied as stimuli**	writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes						
Planned writing outcomes							
New learning linked to SPAG							
Year 3 **Texts studied as stimuli**	Narratives / non-narrative material. Write for a range of real purposes and audiences across the curriculum. Purposes & audiences should underpin decisions about form of writing, e.g. narrative, explanation or description.						
Planned writing outcomes							
New learning linked to SPAG							
Year 4 **Texts studied as stimuli**							
Planned writing outcomes							
New learning linked to SPAG							
Year 5 **Texts studied as stimuli**	Identify the audience & purpose of the writing, selecting the appropriate form and using other similar writing as models for their own narratives and in using further organisational and presentational devices to structure text and to guide the reader. *Non Statutory: Pupils should continue to learn the conventions of different types of writing, such as*						
Planned writing outcomes							
New learning linked to SPAG							
Year 6 **Texts studied as stimuli**							

Planned writing outcomes	*the use of the first person in writing diaries and autobiographies.*						
New learning linked to SPAG							