Hill View Primary School

English Expectations and Guidance

2023-24 v1

Intent

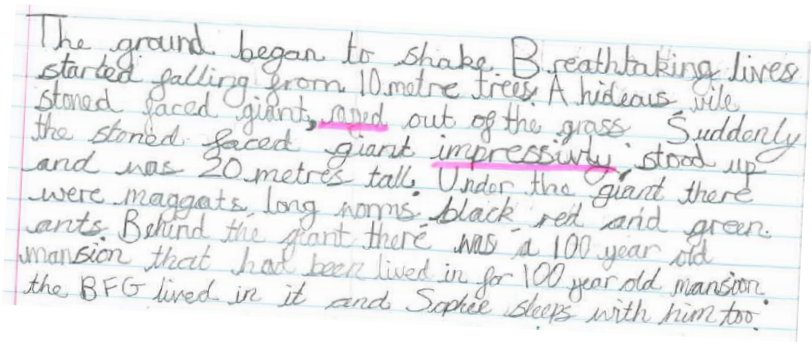
At Hill View, we believe all children are writers and that writing is an important tool to support thinking and expression. We encourage a love of writing through offering an engaging and purposeful way of teaching writing as well as using strategies such as Talk 4 Writing to enable our children to feel empowered as writers.

Our aim is to provide opportunities for all children, from their individual starting points, to deepen their learning and to be able to apply the skills they have learnt across a range of contexts. Our ASCENT values allow for successful written outcomes that will be achieved through all staff delivering a clear, creative and challenging curriculum where the commitment to the writing process is at the centre.

Through actively involving all learners in the writing process, all children will aspire to be successful in writing regardless of background, gender, race, class or individual need. Writing skills are taught through all areas of the curriculum, children will receive a variety of opportunities to show their excellence, creativity and understanding of the writing process within a community rooted in trust and nature.

A	Aspire	We instil in each pupil a desire to Aspire to constantly strive to improve and perfect writing to ensure that it fulfils its purpose and bridges the mind between the writer and the reader.
S	Success	We teach each pupil to have and enjoy success through mastering the various aspects required to successfully write. We adapt and scaffold to ensure every pupil can achieve success and that transcription does not become a barrier to the sharing of thinking, expression of ideas and feelings and the tool of writing. We recognise that technology from the pencil, to the pen, to the dictionary to the computer and AI are all tools that support pupil writing.
C	Community	We establish a community of writers in each class so that the tools, techniques, knowledge, skill and practice are performed in a supportive and challenging way. Learning to write is hard, the community is there to support each pupil on their journey.
E	Excellence	We model excellence in the written models provided by adults and in the expectations that we have for all pupils through our mastery approach, adapting and scaffolding where appropriate to ensure barriers to writing are addressed and minimised.
N	Nurture	We nurture our pupils writing through the provision of opportunities to make marks and talk, write and communicate. We use careful assessment and feedback to identify the key points for each individual pupil to work on to improve their skill.
T	Trust	We value the experiences, cultures and perspectives our pupils arrive at school with and believe that all pupils have the right to be taught tools that support their thinking and unlock their written expression and communication. We believe and trust in the unfolding development of each individual and match our expectations to provide appropriate provision and next steps.

Implementation


The ground began to shake. Breathtaking lives started falling from 10 metre trees. A hideous, vile stoned faced giant, raged out of the grass. Suddenly the stoned faced giant impressively stood up and was 20 metres tall. Under the giant there were maggots, long worms, black, red and green ants. Behind the giant there was a 100 year old mansion that had been lived in for 100 year old mansion. the BFG lived in it and Sophie sleeps with him too.

Our approach to teaching writing is to make sure that the writing curriculum is relevant, supports thinking and expression and enables pupils to develop and refine their skills including aspects that are of interest to them. At Hill View we strive to promote a love of writing through a number of ways which may include focussed learning from high quality rich texts, opportunities for free writing, and frequent chances to take part in competitions and to meet and share the expertise of known authors. Pupils learn to externalise their thinking, record and communicate their ideas and refine what has been written within the conventions of the purpose for which it is written across all aspects of the curriculum. Through analysis of authorial choices in texts and books they will have read and, as pupils master different aspects of writing, particularly

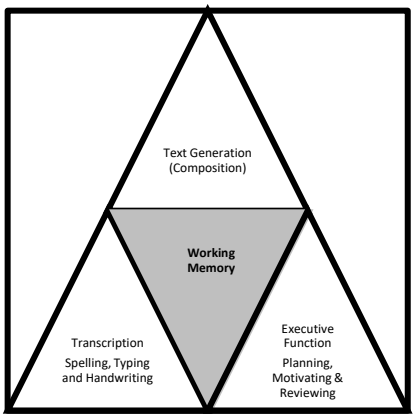
transcriptional skills, they are taught to consider the impact and interpretation of what they have written upon their reader and audience so that they can come to try, apply and master these features in their own writing. By the end of their primary schooling they will have developed a repertoire of descriptive flourishes, effects and literary devices that inform choices about vocabulary, language and text structure, to ensure each writer has control of and can bridge between the mind of the writer and reader in a powerful, effective or inspiring way.

How we develop our writers

We understand that writing is an important tool to support and externalise thinking. We also seek to develop in our pupils an ability to communicate ideas, share understanding and enable knowledge and information to be transformed for a purpose or to cre`te an impact on a reader. In this section there is an overview of the sequence by which the complex task of writing is taught step by step through the year groups with a view to producing fluent and competent skilled writers by Year 6

At the heart of our approach is the model of the simple view of writing (Berninger et al, 2002), that greatly simplifies the complexities of writing. We appreciate that writing, unlike speech, requires an understanding:

- that talking, writing, thinking and reading are closely linked;
- of the limitations that working memory imposes upon the process and these require scaffolding, adapting and practice;



- that many specific elements require to be explicitly taught and mastered sequentially;
- that mastering writing requires deliberate practice with specific and focussed goals and effective feedback to refine and improve. It also includes modelling writing of a quality that is appropriate to the pupils being taught.
- that writing can be taught in English lessons but is a fundamental part of every curriculum area and organises amd conveys the knowledge and content of each subject through the construction of each individual learner and their engagement with it.
- That there must be opportunities for independent application and freewriting:
  - As a gauge of where pupils are and to guide next steps.
  - To support pupil self-reflection and refinement over time,
  - To foster a sense of enjoyment in writing.

The transcriptional aspects of writing whereby graphemes are scribed into words, words arranged in sentences, sentences arranged to convey and express trains of thought requires intentional and deliberate practice through short burst writing with feedback. As students aquire automaticity through practising these routines this frees up memory space for compositional aspects and considerations over planning, reviewing and choices that better fit the intended purposes or that should engage and/ or cause an emotional impact on the reader.

Kellogg (2008) also represented the development of writing, on a developmental scale moving from writing that is simply 'knowledge-telling' through to writing that he describes as 'knowledge-transforming' with a focus on purpose to the highest level- 'knowledge-crafting' that is shaped to impact on an imagined audience. In our curriculum, much of the writing in Early Years and KS1 focusses upon this knowledge-telling aspect with an emphasis on ensuring that the transcriptional skills such as handwriting, getting content and ideas and knowledge down become practised, automatic and fluent and controlled. Legibility is key and teachers and adults that work with pupils must provide good and appropriate models as the children deliberately practise and aquire these routines. This means that we expect children to write a substantial amount and that over time this becomes refined with increasing closeness to the conventions and expectations of our presentation policy. Transcription will not become fluent unless it is deliberately and frequently practiced but practising errors or incorrectly formed letters will become habituated unless they are robustly tackled. Teacher close observation, feedback and intervention here is key.

During Year 2, with more increased fluency in transcription children are taught more explicity to begin to proof-read and strive for conventional accuracy is their spelling. Across the curriculum pupils will be exposed to knowledge that they will be required to internalise and add to their long term memories. Part of this process comes from the act of writing that helps deepen these memories through organising information and writing sequenced and reason thoughts through the medium of the sentence. We teach children to consider and express how ideas are are connected, or that one is more important than an other or contradicts it through the introduction of grammatical conventions that shape and organise

sentences, such as expansion and elaboration, subordination and coordination. This is through playing with grammatical features in Grammar games to orally practise them, modelling deliberate sentence constructions and types to expose pupils to them and opportunities for pupils to apply them in free writes as well as texts developed through the T4W process.

Across the 3 years of EYFS YR, Year 1 and Year 2 pupils will have learned to chorally recite, story map, immitate and innovate at least 30 stories by heart.

Writing is refined through lower key stage 2 with the introduction of further grammatical conventions and ways to shape and organise thinking and writing including deliberate practise to deepen proof-reading and editing so that ideas can be further refined and honed. Again grammatical features can be played with and explored through grammar games, explicitly applied through short burst writing, pulled out from reading of texts, put on toolkits and in Magpie books with the expectation that pupils will draw upon and apply these in their writing. The focus in these years is partularly on understanding the features and purpose of the different types of writing.

Across lower key stage 2, pupils will be developing a *writer's cupboard* of *off the peg* characters and character descriptions, descriptions linked to senses and specific vocabulary of specific places and linked times, both real and imagined, and their description in the style of the genre e.g. suspense. Writers will be taught to write with a theory of mind of an imagined reader to help inform their choices from their repetoire of grammatical and litearry devices, techniques and vocabulary. There will be a greater sophistication and control in the construction of their sentences to be able to write in a similar stles to the model texts to which they are exposed. Planning, proof-reading, editing and refining strategies will be deepened to ensure presentation and transcription are accurate.

In upper Key Stage 2, particularly in Year 6, there is more focus in reading on strategies that the writer has used to create an impact, literary devices and organisational devices that support, guide or create an effect for the reader and upon how to deploy these in pupils own writing. There is more focus on the character and character descriptions in fiction writing and on the analysis and use of effective literary technique and writerly devices. In non-fiction and across the curriculum, more advanced ways of taking notes, organising, combining and synthesing information are explored and modelled to enable each pupil to write drawing upon the knowledge and content of the wider and deeper curriculum they are exposed to. In maths, for example, reading of questions is important but written explanation of reasoning is also key and pupils need to be able to draw upon grammatical devices to help ensure that they are able to communicate their ideas and explanations effectively. Pupils will be expected to have planned, proof-read, edited and corrected to ensure work is accurate and presented with pride.

This model and this thinking underpins our approach to the development of writing in our pupils from their first developmental mark-making, through constructing a simple sentence, through telling what they know to transforming what they know through choices driven by the purpose, context and content of their writing through crafting writing with a consideration of audience and impact they want to have on their reader.

Fundamental concepts.

1. Free-writes:

The outcome of teaching writing is for pupils to be able to write independently and appropriate for the purpose, and as they get older, with a view on and for engaging their reader- the audience. This means that independent writing is at the centre of our approach to teaching writing because writing and learning to write is hard and it requires Self-Regulated Strategy Development (SRSD). Each week children will be given opportunities for Free-Writes (usually Fridays) to encourage application of skills and foster enjoyment of writing and expression.

Free-writes are an opportunities for teacher assessment and feedback and to shape planning and next steps of learning. In this sense, some free-writes will be similar to the T4W cold tasks that allow for assessment or invention writing that allow for judgements of progress. Free-writes also provide opportunities for teachers to model different sentence constructions, grammatical features and/ or other literary techniques. Sometimes free-writes may be tightly focussed or structured around a specific learning objective other times they will be much more open and provide opportunities for expression, exploration or sequenced and reasoned argument.

In YR and early KS1, young children will generally find the cognitive load too great to be given Free-writes that are completely open and may produce writing so incoherent that it is difficult to decipher let alone elicit a response. If children are to develop Self-Regulated Strategies to support independence in their writing they must first have explicit instruction in what these are in writing. In these years we need to equip children with the tools that will give them confidence as writers so that they can express themselves drawing upon the conventions of written text. This may include dictated passages that allow children to practise their spelling and punctuation or sets of sentences from given stems. We do want children to enjoy writing and use it as a means of self-expression, but practice of mechanics need not mean drudgery, students often gain a sense of pride and mastery from their learning. This mastery approach means that some students will hug closely models and stems that are given whilst others will stretch, extend, adapt and challenge themselves further.

Some Free-Writes from Y2 and into KS2 will continue to be more tightly structured around a specific writing strategy to provide opportunities, practice and reinforcement for pupils independent self-regulated application of them. As pupils move through KS2, alongside free-writes that start from a picture/ film/ text quote or artefact stimulus, free-writes may take the form of rewriting a given text from another character's viewpoint, using correctly punctuated direct speech or with a different historical or geographical setting, or a different tense or different genre e.g. a newspaper report of The Little Pigs. These provide opportunities for pupils to apply and practice knowledge and skills they have been taught elsewhere and may be in toolkits and to keep knowledge and skills fresh. As pupils are taught to proof-read, edit and improve with growing independence they also provide a place for this to be practised and so time must be given for these aspects.

Teachers need to be vigilant in these sessions because practising poor strategies can lead to incorrect habits for life. Errors need to be addressed and remedied.

Finally, free-writes are an important part of our approach to developing a love of writing in our pupils. We want our pupils to have independence and clarity of thought and to find and use their unique voice to share their thoughts, knowledge and expression. Free-writes help our pupils take notes, plan, organise their thinking, consider purpose and audience and then select from a repertoire of strategies, effects and devices appropriate to their purpose. Free-writes should be shared, read aloud and celebrated- they are personal and powerful and help our pupils express and embody our ASCENT values.

Free Write Opportunities

Free writes should be happening in class every week. For year 5 and 6, the focus should be improving stamina so you may consider longer sessions every two weeks.

They are distinct lessons that, where possible should be linked to the current topic or they should offer the opportunity to re-visit prior learning. We want children to have the opportunity to enjoy writing, as well as write for a range of purposes and genres. Through free writing, children have the opportunity to apply their skills and knowledge through a creative and enjoyable activity. It is important to allow the children planning time, using talk for writing strategies where appropriate, to help them develop their ideas and vocabulary.

Children set their own targets using sentence starter prompts if required.
('What I did well…' and 'Next time I need to…')

Children are encouraged to refer to the class non-negotiables and make improvements using a purple pen.

This time is used to discuss, in pupil conferencing, next steps and children's targets.

The Learning intention will state clearly the text type, purpose and/ or audience for the writing.
Success criteria are co-constructed and guide children on what to include in their writing and should be displayed throughout the writing process. They may include reference to:

- Why are you writing? What do you want to communicate? and how will you know if you have done a good job?
- The purpose of the writing;
- Transcriptional and presentation features that ensure the text is well-presented and accurate and can be proof-read against;
- Grammatical devices including sentence types and/ or features that might typify and be features of this kind of writing;
- Literary effects, descriptive devices or lack thereof that could be deployed. In the service of this writing;
- For older pupils, devices to cause an impact on the reader

A stimulus task provides a discussion point to get the children talking about the prompt (this could be an object, picture or video). Additional pictures (or the original prompt) can used to encourage planning based on vocabulary. Creating discussion and excitement around generating interesting vocabulary with the children. This is vital to encourage writers to use varied and well-chosen vocabulary. It also creates a vocabulary rich environment for all children.

2. Transcription and proof reading- spelling, handwriting and punctuation.

Shakespeare spelt his own name at least four different ways and AI Natural Language models produce grammatically correct 100% perfectly spelt written text faster than we can speak it. Notwithstanding these points, understandably, the National Curriculum requires that Primary pupils have a platform of accuracy in transcription aspects of writing as a root of the tree of the writing they will produce during their lifetime.

Young children need to be taught to correctly form letters, hold mark-making tools and connect graphemes as the starting point of words that are written. There is no benefit in letting young children develop their own way to hold mark-making tools, **vigilant observation and persistent intervention and practise** are the only ways to ensure the correct tripod grip is developed. This mantra needs to run through, with appropriate sensitivity, every occasion that a pupil holds a mark-making or writing tool from Reception to Year 3.

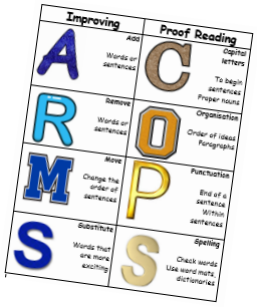
There is separate guidance on this aspect in the handwriting policy- an overview of the expectations for handwriting and presentation is included in the Year group grids below.

There is an unfolding developmental pathway to the development of spelling and children will be at different stages of it from Reception to approximately Year 3. This shows that young children recognise that their marks can stand for words and be read back, gradually begin to acquire familiar symbols to the graphemes to which they are exposed until they write words made up of all the graphemes they can hear and/ or vocalise even in their inner speech. The teaching of phonics and early spelling are closely intertwined. Alongside this children are taught that there are words (red words-we call them) that just have to be written in a certain way.

Gradually, usually during Year 2, children begin to acquire the visual acuity and memory, from words they have read and exposure, to begin to be able to recognise that, although phoneme-grapheme correspondence is a starting point, there are many irregular spellings of words in English that require to be spelt in the conventional way. This means that alongside the recognition that words may not be spelt correctly children require to be taught a way of highlighting these words so they can be returned to through proof-reading and checking and correcting for accuracy. Ultimately, this will result in increased initial accuracy of correctly spelt words, a range of strategies for proof reading, spell-checking and synonym enhanced editing and proof reading for features of grammatical accuracy, punctuation and cohesion that will blend seamlessly into the processes used by word-processors and digital text. This means that our writers, when they are adults, may have produced text produced by prompting Natural Language AI models but that they will understand and be able to make informed decisions about how they may further tweak this through closely-reading, editing or adapting the text.

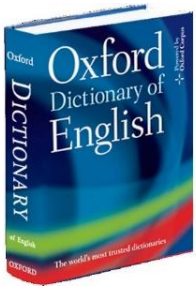
The sequence below is a recommended pathway through the stages of this:

	Transcription- Developmental to Conventional Spelling
YR	1. if a child has no graphemes they are taught to represent a word with a ---------- line (a wiggly line) 2. As they acquire symbol like shapes and representations this will feature within the line: ***---^&-¬@ k-------s .*** 3. As they are taught and can write graphemes of phonemes they can hear they represent these and use a line for those they do not: ***a c—s—on a mat***
	4. They will pick up cvc sounds and graphemes and red words and this will build upon this: ***acat sat on a mat the mat woz p-p- .***
Y1	5. They will build on this further: ***The orenj cat sat on the pirpul mat last Choosdai .*** 6. They will build on this further: ***The orenj cat sat on the pirpul mat last Choosdai .*** 7. Read back words they have attempted to spell. 8. Reread what they have written to check it makes sense. 9. As they progress they will be taught to underline words they have attempted that may not be spelt correctly. ***The orenj cat sat on the pirpul mat last Choosdai .*** 10. **Misspellings of words that have been identified pupils will correct and spell correctly.**
Y2	11. As children move into visual recognition of phonetically plausible attempts (Y2 for most pupils) they would be taught to underline words they think they have attempted the spelling for. 12. They would be taught to reread, edit and correct words they have underlined as part of solo and peer- marking to proof-read and purple pen spellings they have identified as attempted from word banks, whiteboards, vocab lists and some simple dictionaries: ***The orange cat sat on the purple mat last Tuesday .***
Y3+	13. When writing, use a line to indicate under a word where the spelling may need to be checked. 14. Use dictionaries, spell checkers, word banks and spelling / vocab journal. 15. Teach **ARMS**: Add (insert more text/ clauses), Remove (Clarify and make succinct), Move about(Manipulate word/ phrase/ section order), substitute (synonyms).
Y4+	16. Proofread for meaning, spelling and punctuation errors and for better words.. 17. Re-read writing with controlled tone and volume to make the meaning clear when reread aloud (prosidy) 18. **Proofread for:**
Y5+	• Correct use of all speech punctuation including inverted commas, commas and full stops • Commas after fronted clauses and fronted phrases • Apostrophes to mark plural possession. • Standard English forms of verb inflections instead of local spoken forms (e.g. We were not we was/ I did not I done) • Appropriate use of pronouns to across all sentences to add cohesion and avoid repetition. • e.g Elephants are herbivores. They live in fields. • To correct spellings of underlined attempted words and words identified through self/ peer-assessment • Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy. • Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect • Moving sentence chunks (how, when, where) around for different effects e.g. • The siren echoed loudly ….through the lonely streets ….at midnight
Y6+	• Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur) • Ensuring correct subject and verb agreement when. using singular and plural, distinguishing between the • language of speech and writing and choosing the appropriate register. • the correct and sustained use of the passive voice to affect the presentation of information of a sentence (e.g. The boy was helped (by the girl)). • -the perfect form of verbs to mark relationships of time • and cause (e.g. He had eaten lunch when you arrived). • -the use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich • The judge demands that he attend court. It is vital that they be prepared to speak). • To ensure that writing maintains tense and person consistently where shifts in tense occur, moves between them with some confidence • Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof-reads for accuracy.
	Simple proof-reading code:-*'If it's not proofread, it's not finished.'* **C- capital letter** **O- organisation / paragraphing** **P- punctuation** **Sp-spelling** **?- doesn't make sense** **RR- Reread** **RW- Rewrite** **A- Add** **R-Remove** **M-Move/ Manipulate** **S-Substitute**



Resources to aid independence.

- Clearly shared Learning intention
- Success criteria or where appropriate establish with your class a set of non-negotiables for writing to inform the success criteria. (These should reflect the expectations of the English curriculum and focus on previous learning.)
- Writing Walls - to include audience, purpose, vocabulary, spelling, grammar, toolkit, high quality examples
- Word and sound mats, project bookmarks
- Dictionaries and Thesauruses available
- Peer and self-assessment
- Editing using purple pens
- Talk partners.



3. Sentences are the building blocks of all writing.

Although children need to be confident to write at length and this is initially valued. As children move the school we expect quality of writing to become more valued than quantity. This is because writers will be able to make more conscious choices and express their thoughts, communicate ideas and/ or communicate with more conscious and competent control. This will only come through if children are taught to compose and write a sentence. Even for older pupils, sentence level comp are miniature compositions that may require them to explain, expand, rephrase, paraphrase or summarise.

3.1 How we teach sentence structures.

Most English and Writing lessons will start with an active warm up. In Maths lessons this part of the lesson is called a Power Up in English Lessons it is called a **Jumpstart.** Jumpstarts do not need a specific Learning Intention to be written in the writing book for every lesson as they are frequently active, oral, involve the whole class and brief (5/10 mins max). They use play-based learning to allow all pupils to explore, experiment and try-out different grammatical structures and devices.

The main categories of games are:

Investigating and Defining	Looking at texts for certain word classes or types of sentences. What is their function?
Imitation	Identifying key patterns that will be needed and inventing further sentences that use the same [pattern.
Magpieing and collecting	Gathering banks of words, phrases and sentence patterns. In KS1 this might be on large pieces of paper with Post-It notes and groups rotating around tables. In KS2 words might go in Magpie Books.Improving
Improving	Strengthening the choice of words, the effect of the sentences and the way in which text coheres. Teaching proof reading.
Correcting	Making sentences accurate. Teaching proof reading.
Manipulating and joining.	Learning how to alter sentence order to create different effects as well as learning how to link and combine sentences and paragraphs
Comparing	Comparing word choice, sentences and paragraphs in order to consider the effect of differing word choices, sentence constructions and linkage.
Cloze procedure	Filling in gaps in sentences with words or gaps in texts with sentences.
Discussing and using	Constant discussion of words, sentences and texts and the relationship between language construction and the impact on the reader.

Teachers should refer to the JumpStart resources in the PPA room. There are also some resources here: https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar
However, children should not be sitting being EDU-tained by a teacher at the front during the JumpStart part of the lesson, the emphasis should be on active. If you find other resources please let us all know and watch American spellings!

Having said that a LI is not always necessary for this part of the lesson, the focus of the learning will be displayed to the class and likely be linked to an overarching theme associated with that unit that will have a reference on the Working Wall so will be linked to a LI. The teacher may summarise key points arising out of the learning on a flipchart toolkit that can be displayed and referred to with an expectation that it is drawn upon by pupils. When these toolkits are complete it may be appropriate for pupils in KS2 to copy and summarise key points into their writing books for future reference. Where these are written they can be termed ***Title*** **Toolkit** rather than requiring a LI slip.

There are also JumpStart Drama, Literacy and Story-Making Games and the expectation is that most writing lessons will begin with an active jumpstart.

In addition, each year group will introduce a range of sentence structures using model sentence stems, connectives and organisational structures as indicated in the sentence level work, grammar work and the Alan Pete sentence structures indicated on the back of the year group plan in Appendix 2 and from the NC statutory appendices. These will be modelled

and practised during short burst writing, woven into model texts and applied during free-writes.
Currently highlighted and practised sentence structures should also be displayed on the Working Wall.

For proofreading and editing from Year 2 onwards children may also have the prompt of an editing bookmark. Using COPS and ARMS as acronyms for supporting this process.

4. Presentation

When working in integrated curriculum books, the long date should be written on the in the learning intention grid, at the start of each day's learning. Underneath this should be the Learning Objective. All written work should follow the schools handwriting policy and demonstrate the progression in cursive handwriting.

Teacher modelled writing, whether for display, modelled class writing or in written feedback must always be of a good standard and appropriate to support the pupils that are reading it. Teacher modelled handwriting and presentation is one of the most powerful influences on pupil presentation and handwriting. The impact of this should be fully understood by all staff and every effort made to uphold a standard of consistency for the pupils from YR -Y4. In upper Key Stage 2 this needs to be maintained but there can be more open discussion about types of presentation for different audiences and purposes.

The expectation is that handwriting, presentation and proof-reading and editing strategies are the same across all subjects. The English lessons, specifically writing, are where these techniques are taught but the writing that occurs in every subject from Maths, to Art, to Science to RE are the places where these skills are applied and indeed practised. This is where the organisation of Primary, where the Class Teacher usually teaches both writing and other National Curriculum subjects provides a real strength to ensure that this consistency is secured. Much subject specific vocabulary and spelling is detailed elsewhere but the strategies for its use when applied in writing in that subject will have been learned during writing lessons. This is particularly important for presentation, handwriting, note-taking, the use of stem sentences and proof-reading and editing to secure accurate spelling and punctuation.

5. Vocabulary

We know from research that the size of a child's vocabulary is the best predictor of success on future tests. We also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum.

We recognise the importance of helping children develop both the ability to understand spoken and written language, acquiring a control of language that enables them to express their ideas and feelings clearly. A key aspect of a child's language development is the growth of their vocabulary – the words they can understand and the words they use to communicate. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision. Through our integrated Curriculum and range of writing strategies, as described in this document, we are able to further children's language development organically and through direct teaching.

As a school we further this through the use of our working walls. Where we identify and develop, with the children, key vocabulary, WOW words and supper sentences.

6. How we teach writing

It is important to show ourselves as a writer, demonstrating the different stages of the writing process. Young writers need to both observe knowledgeable writers at work and participate in writing in authentic and well-supported ways. Your writing lessons will allow you to both **model** and **actively engage** children in the writing processes, prior to them embarking on constructing their own writing.

Writing can be difficult and time consuming for many children, but like any complex job, writing is easier if you have the right tools. Writing strategies are the tools writers use to do their work. At Hill View we use a variety of strategies which may include Talk 4 Writing, Reading Reconsidered and Free Writing opportunities.

Writing process could look like…

1. Genre toolkit
2. Planning
3. Success criteria for task
4. Shared drafts showing editing process (could be deliberate mistakes)
5. Examples of fully modelled pieces of writing

Shared writing is a good opportunity to model the writing process, including how to integrate your current grammar objectives and to show how we self-edit as we are writing.

Handwriting on a flip chart is more effective than typing- and it can go straight up on display!

7. Features of a Writing Lesson

There is no such thing as a definitive writing lesson structure as it will depend on the focus, the part of the writing process reached in the T4W cycle and other factors.

It is likely that a Writing lesson will have some or all of the following features:

- Begin with a JumpStart
- Share specific LI within an overarching LI and co-construct SC with pupils and/ or referto / add to relevant displayed toolkit.
- Feature some Teacher modelling of writing.
- Ensure every lesson has some short-burst or extended writing.
- (If appropriate have time for proof-reading & editing)
- Summarise with a plenary.

A typical KS2 lesson may have some or several of the features below within the lesson.

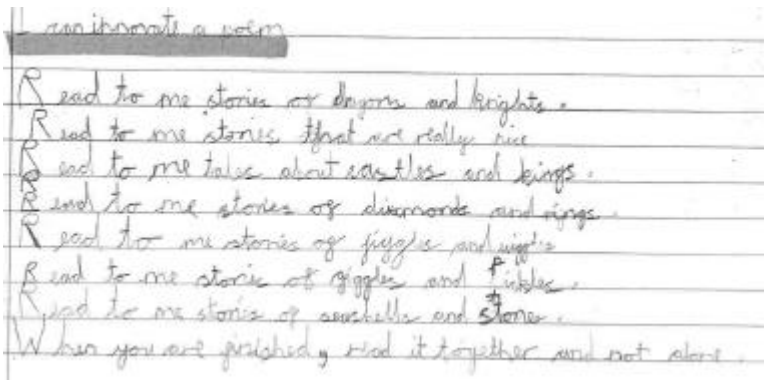
Active/ short/ Fun	Adult-led/ Focussed	Adult-Led/ Pupil application		Independent application	Pupil-led/ Mobile teacher	Adult-led
Jumpstart/ Game and/ or Grapple Summarise/ notes.	LI/SC/ Toolkit Reference to Learning wall	• Exploring a text & Mark up • Building Toolkits • Modelling • Short-burst writing and discussion • Taught H/W/ Presentation • Spelling/ Grammar/ Sentence focus	And/ or	Independent application Extended Writing Short-burst writing Teacher- conferencing (Mini-plenaries)	Proof-read/ Edit & improve	Plenary/ Next steps/ Summary game or sharing

8. Talk for writing progression guidance.

There are extensive detailed videos and resources to support teachers new to the T4W approach here: https://www.talk4writing.com/about

8.1 Imitation : https://www.youtube.com/embed/p_NI2jD-5Es

Talk the text, supported visually by text maps and acting out/role play/drama. Help children internalise the pattern of the language required. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. Understanding the structure of the text can be easier if you use the boxing-up technique and then help the children to analyse the features that have helped to make the text work. Then they can imitate (re-write) the text.



8.1a Immersing and Sharing: Sharing WAGOLL's at this stage is vital. This could be done by reading the text that is the focus or reading a range of texts that focus

around the same genre or text type and help unpick. This could be when writing traditional tales children can be immersed in reading and experience a number of tales and unpicking the features etc. Be sure to include your WAGOLL, ideas, 'wow' words and success criteria on your learning wall, in font large enough for pupils to see. Encourage pupils to contribute to/engage with the learning wall as part of the writing process.

- Making good use of word and sentence games/drama activities designed to generate ideas and excitement.
- brainstorming ideas for writing
- helping the students select a writing focus from a suite of possibilities
- modelling how initial ideas for writing might be noted (as pictures, mind maps, notes, etc.)
- jointly listing the key parts of the text. "As a class, let's list as dot points what we need to include in this piece of writing."
- thinking about the genre or text type that might be appropriate for different writing focuses
- talking to peers to generate ideas.

8.2 Innovation: https://www.youtube.com/embed/WM5eK5A-UF8

https://www.youtube.com/embed/vY_oMIWhShk

An opportunity to adapt text maps, Story Mountains or boxing up. Demonstrate how to use grammar features and investigate in shared writing. Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on so the children can magpie ideas and focus on grammar. Younger children and less confident writers can alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by "doing one together" first. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work.

8.2a. Planning / Drafting / Short burst writing: "Getting started" on a piece of writing can be a challenge for many students, so the teacher's role in supporting students at this planning stage might involve students needing support for recording ideas in an initial draft. Teacher modelling or joint text construction can be very supportive for students at this point. This might involve:

- modelling how to convert ideas or speech to written text. So, the teacher engaging in a 'think-aloud protocol' might be of benefit, such as, "I need to remember that I am writing this for people who were not there when the events happened. So, I'll need to include information like where the action took place and who was there. Let's see—how will I start …"
- enlisting student support to collaboratively construct a text (or sections of a text). "Who has a suggestion for what important details we need to add here?"
- demonstrating risk taking strategies in undertaking ambitious writing. "I'm not sure how to spell extrovert—but it's a perfect word to use here. I'll have a go at it, underline it and check the spelling later. I need to get my ideas down first."
- making connections from texts read to those being drafted. "Remember how E.B. White started Charlotte's Web with dialogue? Why don't you try that in your narratives?"
- explicitly drawing attention to linguistic structures and features of different text types. "Remember, this is a recount. It happened in the past, so we need to use past tense verbs."

8.3 Independent/ Application

This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. Perhaps some more examples of the text are compared and followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed.

8.3a. Editing / Proofreading/redrafting: As individuals, with classroom peers and with the teacher (incidentally or at a more formal conference), students need to be actively rereading over written drafts with a focus on meaning and form. Important considerations here are whether the text makes sense, ideas are presented clearly and sequentially. Actions might include:

- expanding noun groups to provide more detail
- removing redundant or unimportant information to make the piece clearer
- focusing on more precise, technical language word choice

- using connectives to improve transitions between paragraphs.

Students edit their texts focusing on conventions (spelling and punctuation) to ensure they are incorporated correctly and in ways that will assist the reader. The teacher's role in supporting students to edit their writing might be:

- ensuring that if the writer is mindful of the reader at all times, making visible the proofreading strategies writers need to enact. "I'm not sure about my spelling of that word extrovert. Let me say it slowly in syllables: ex-tro-vert. What sounds do I hear? How might I record them? Does it look right? I better check using a dictionary or spell check"
- orchestrating a peer-review process. "When you share your written pieces with each other, always begin with positive feedback. Two stars and a wish is a good approach—offer two compliments, then a constructive suggestion"
- modelling word substitution. "Instead of saying 'We got bored', what could we write? What's a better word than got? 'We became … what … disinterested …"

8.3b. Publishing: The final form of a written piece might be a digital publication, a paper-based text, an audio-recording or podcast, among many options. Rich models of published texts serve as exemplar texts that students might strive to emulate. So, the teacher's role here can be around, you may not publish at every stage of writing:

- modelling and deconstructing existing texts as mentor texts for students: these might be web pages, picture books, graphic novels, podcasts, pamphlets, information texts, etc.
- supporting students' publishing by recognising different strengths and talents in the classroom: the students who have an excellent eye for layout.
- encouraging students to offer feedback on published pieces of classroom writing. This can include students reflecting on their own successes. "Was there something you did with this publication that you'd never done before?"
- celebrating successes and the mastery of new skills around text creation. This can take the form of special classroom celebrations (as mentioned earlier) but can also take the form of ongoing feedback. "Can I just share some really amazing things I'm noticing as you are all working away on your publications?"

8.4: INVENTION/ Writing Across the Curriculum

8.4a: Free-writes: The weekly Free Writes provide an opportunity for pupils to apply the learning they have been doing in their writing lessons to an invented text or in response to a stimulus. Free writes are likely to have some features modelled or arise after some short burst practice of specific sentence types, grammatical features or literary features. These may be highlighted in the co-constructed Success Criteria as a Toolkit from which to draw to gauge success.

8.4b: Writing Across the Curriculum.
From the writing that comprises the reasoning in maths books, to the writing up of scientific experiments to descriptive and factual historical and geographical knowledge and interpretation, alongside notes, transformation tasks and knowledge re-telling tasks- the wider curriculum provides the subject content for writing to be applied to share thinking, reflect, evaluate, explain and persuade. As such pupils should draw upon knowledge and skills learned in writing lessons and apply these to their writing across the curriculum. This should include, presentation, handwriting, spelling, proof-reading and editing and the application of learned grammatical features and sentence types to support the purpose and audience for which they are writing in that subject.

9. Planning

At the beginning of a unit of writing, the Year Group Team should use the T4W Visual Planner at Appendix 1 to sketch out the journey through the T4W phases required to cover the Anchor Text, the teaching objectives from the Year Group spread in Appendix 2 and the NC appendices. This should be balanced with assessment information arising out the KPI Ready 2 Progress information to ensure that action is taken to teach, reteach and/ or intervene to secure the necessary depth of learning for the pupils in the cohort.

This information can be mapped onto the visual planner that will then provide a visual overview of the writing journey through that unit that can be mapped elsewhere in more detail onto the appropriate planning format.

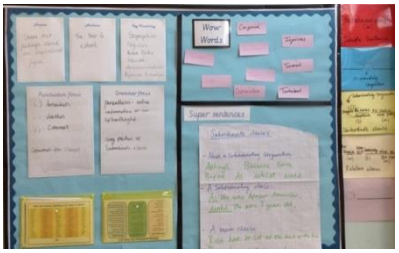
When planning content for the Writing Wall should be considered to ensure consistency across the Year Group, key written outcomes, tasks, activities and jumpStarts should be planned for the Year Group and the key elements mentioned

in the example plan in Section 7 should be identified. It helps if there has been an assessment task during a Free Write prior to commencing this module (sometimes called a cold task)- marked with a blue box the Visual Planner to help inform assessment for learning decisions prior to planning. It also helps if there is a shared model text (including a shared text map) – a WAGOLL (What a good One Looks Like) marked with the yellow box as the pupils work their way through the phases to produce an agreed outcome- marked with the red box (Sometimes called the Hot Task)

Teachers in the Year Group are encouraged to share and reflect upon the implementation of lessons each day, where possible, to allow them to tweak content and learning to match the emerging needs of their class whilst staying broadly on the same path, encountering similar key tasks and working toward a similar outcome.

10. Working Walls

What is a Working Wall? It is the public display of the learning process and evolves as each day progresses. It is not static. It can increase effective learning and teaching. The purpose of the working wall is to support children's independent writing.'



Why use them?

- Children have ownership of them and so use them more.
- It encourages independence.
- Children are more engaged in their learning.
- Children have a better understanding of expectations.
- What will a working wall include?
- The purpose of why you're writing. (see ideas on handout)
- The audience (who is your writing for)
- Key vocabulary (project words / words they need to know and use)
- Punctuation / grammar focusses for a sequence of lessons.
- Wow words (additional vocabulary that the children are attempting or you are introducing when modelling
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- Additional resources such as relevant word mats could also be displayed here

Writing working wall guidance

- Laminated posters should be displayed, and this is a space to identify…Audience, Purpose, Genre, Spelling, Project vocabulary, Grammar and Punctuation so you can complete them with the children and change them as you go.
- Spellings for year group and previous year groups displayed in some way and in a format (flashcards/word mats) easily accessed by the children. This could be in reachable distance and could be agreed with the children.
- Dictionaries and thesauruses should be available to all children.
- Toolkit displayed.
- Some opportunities for children to be interactive e.g. post it notes to add vocab or have vocab on that they can take away and use.
- Displays must be used as working walls- they should reflect the writing process as you teach it (refer to photos below and photos in folder); examples of writing- relevant to genre showing WAGOLL, shared writing, good examples of children's writing, text maps, pictures.

11. Assessing Writing

11.1 Assessment Free-writes or 'Cold & Hot Tasks'

These are useful to gather a rounded picture of what to be included in the model text (WAGOLL) and story map for a new unit prior to the unit commencing. They do not require deep marking but a quick glance through the books will highlight common themes that need to be taught, addressed, practised and/ or reinforced.

11.2 Pupil Conferencing

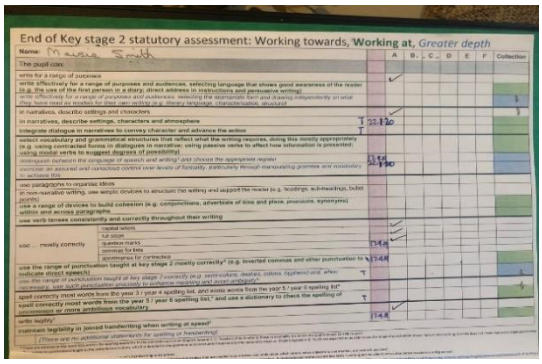
Teacher feedback is one of the most powerful techniques for causing change and progress in pupil writing. We have moved beyond the times of extensive deep written and marked feedback. Most feedback will be live and can be done when pupils are engaged in independent writing.

- During the week teachers will carry out pupil conferencing to discuss the pupils writing and next steps, use the learning walls as a basis for this discussion. Teachers may focus on specific children each week to ensure all children have a 1;1 conferencing opportunity to reflect on their writing, review and set targets at least twice a term.
- Encourage children to reflect on their written work with regards to the writing learning wall, letting them be a part of the discussion too.

11.3 Evidence Gathering Grids and Success Criteria

We have updated the Evidence Gathering Grids (EGGs) for the new academic year. **These do no need to be stuck into the front of each child's book**. These key performance indicators are the main sources for Teacher Assessment for writing and some Year Groups e.g. Y6 may wish to use them for moderation or intervention purposes outside of the digital profile in Otrack.

As these indicators provide the key statements to indicate performance at the Age-Related Expectations in that Year Group they provide a guide to steer to the teaching of the content that is derived from the double-page spreads in the next section and the appropriate NC appendices.



- Share or where appropriate establish with your class a clear success criteria for writing, to support the children through the writing process.
- Share the assessment criteria that is the focus for the current unit with reference to it on the Writing Wall. This should be done at the beginning of a week / English unit of work and outline (highlight) which will be the focus for that week / unit / day. This could easily be displayed on the front page of a SMART. The small steps to achieving the overarching Learning Intention form the daily Lis as pupils step through parts of the process. On occasion, a Learning Intention may run over several days but the co-constructed Success Criteria may change. Children will then be able to easily refer to whether they have met the objective or still need to work on it.
- Evidence Gathering Grids are to be completed by the teacher and where possible, with the children, evidenced by noting down the date of the written work in books. Children can independently date an objective they feel they have successfully met - children need to prove it! This will improve the children's knowledge of what they are learning about in English and the vocabulary that they will use.
- Children, with adult support if needed, will set themselves a target to work towards. This will either be recorded alongside a piece of work or on their Evidence Gathering Grid sheet.

11.4 The Ready to Progress Criteria for Writing

Writing has been identified as an area that requires further improvement both at Key Stage 1 and into Key Stage 2. In order to ensure that the various aspects of composition, Grammar and Punctuation and Transcription are being secured in pupils as they progress through each year group and across the phases the Evidence Gathering KPIs from the grids have been entered into the Writing formative descriptors in OTrack (Sonar). We require teachers to make a formative teacher assessment

Available Codes

COLOUR	DESCRIPTION
	Not taught or pupil was absent
	Taught, but not understood
	Taught and showing signs of understanding
	Taught and understood
	Taught and working at greater depth

against these KPIs that we are terming the Ready to Progress criteria in Writing. This will need to be done at least once per term and will be analysed as part of the Termly data analysis.

There is no Writing Test, in the way there is for Reading (PIRA) and (PUMA) Maths. The Grammar Test (GAPS) assesses performance and knowledge of grammar and punctuation in a test so. A more robust form of assessment is now required. The bulk fill option will save time, and this is important and replaces the requirement to deep mark with the frequency that was previously required.

The expectation is that by the Summer Term children will be green in all the relevant criteria, having been taught and understood the KPI R2P criteria in Writing. Teachers and Year Leaders will be expected to prioritise and intervene to address children coded as red. Note: It is OK to have children coded as yellow during the autumn and Spring Term, but the expectation is that all are green by the end of the summer term. This is a Mastery approach, and it is why the assessment criteria are listed before the taught content in the appendix below as they should guide teacher planning, provision and pupil practice and application. Some SEND pupils may require some adaptations to realise this performance and this is appropriate and should be noted but the bottom line is that this coding reflects independent performance.

Year Leaders will be questioned on this new formative data and steps they are taking to address pupils coded grey and red in Autumn and Spring and pupils not coded green in the Summer.

11.5 Grammar, Punctuations and Spellings (GAPS test)
This formative Termly Assessment Test provides a useful overview in these three areas. Once the test has been taken the Scaled Score needs to be entered in OTrack/ Sonar and provides information such as writing age and an indication of GPS knowledge that can be used to identify areas for teaching. Pupils tend to better in this assessment but struggle to apply this with independence to their writing, so it is useful to triangulate between GAPs and Formative data for Writing using the Triangulation report.

11.6 Comparative Judgement
This annual assessment will place all the writing sampled in rank order against a much larger data set. This will be the second year that Comparative Judgement has been sampled for some year groups and the third for others. The data Comparative Judgement provides can be used to further triangulated Teacher Assessment judgements both within the cohort and against the large National Database. The CJ data gives a Writing Age that can be compared to that within the GAPs and questions can be asked of the application of the KPIR2P criteria in the sampled writing compared again to the Teacher Assessment. If a pupil is ranked very differently to the ongoing Teacher Assessment data then this provides a basis for further questioning and exploration and also forms an external calibration of judgements.

11.7 Moderation
Each half term there is an expectation that one Year Group meeting includes some moderation of writing. Teachers from the year group should bring 2/3 samples of pupil writing to the meeting to be moderated by the Year Group team. The evidence of these agreed moderations should be kept by the year leader. Teachers are encouraged to take along pupils that they want to check their judgements and also use the group to discuss next steps with regard intervention and action to address a lack of progress or a need to further challenge.

12. Working Walls and Tool kits

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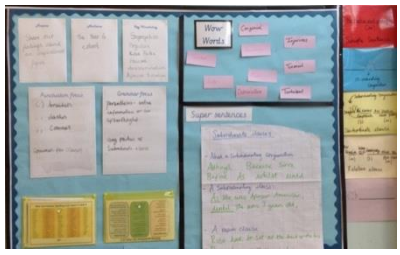

- The audience (who is your writing for)
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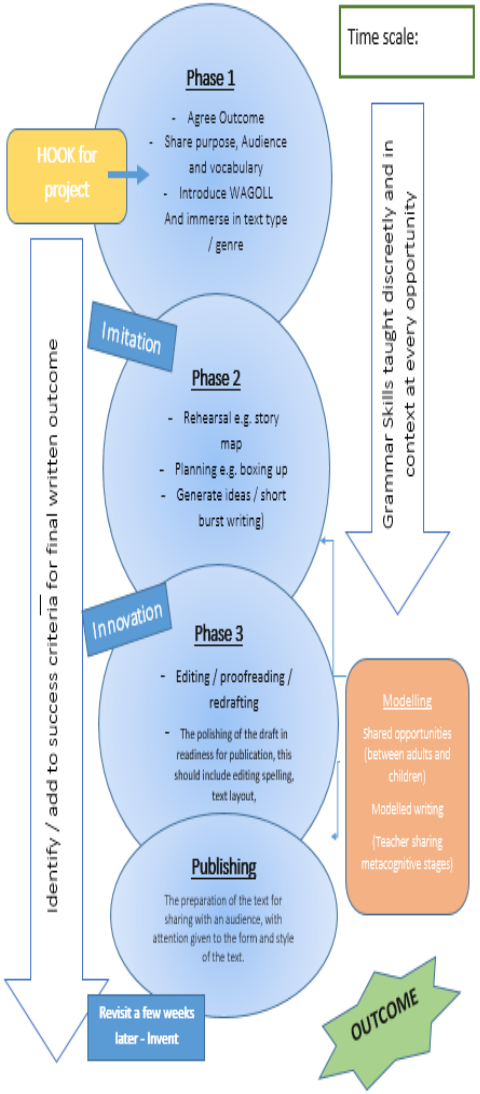
- Displays must be used as working walls- they should reflect the writing process as you teach it (refer to photos below and photos in folder); examples of writing- relevant to genre showing WAGOLL, shared writing, good examples of children's writing, text maps, pictures.

Working walls across a Year group should be up to date, reflect current learning and be consistent. Year Leaders should check on this to ensure that this is so.

Appendix 1: T4W visual Planner

Year Group: Anchor Text: Date: Outcome:



Appendix 2: Knowledge and Skills progression in Writing.

The following section outlines the key skills and knowledge that should be covered.

1. Year Leaders are expected to keep a copy of the double page spread in the Writing folder for their year group.

2. The teacher responsible for the planning of a block of writing should select Learning Intentions, Success Criteria and Assessment criteria from this planning sheet.

3. As areas are taught they should be highlighted yellow. If an area is completed it should be highlighted Green.

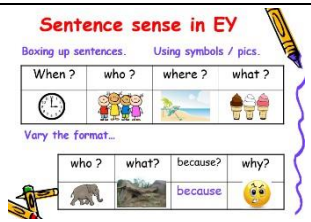
The Writing Team and/ or English Lead may use this information to support monitoring.

Structure of the Tables

<table>
<tr><th>General Area of Writing (English)</th><th>Action</th></tr>
<tr><td>Strand</td><td></td></tr>
<tr><td>KPI/ R2P Assessment Criteria in KPI grids and OTrack/ Sonar</td><td>Assessment kept in pupil books in KPI grids and against R2P criteria in OTrack/ Sonar</td></tr>
<tr><td>Teaching content (See also relevant Statutory Guidance EYFS framework/ NC PoS and Appendices)</td><td rowspan="2">Teacher planning writing block should highlight content planned to be taught and delivered in Year group grid in Year Group folder.</td></tr>
<tr><td>Sentence Structures to be introduced (Based upon Alan Pete’s sentences)</td></tr>
</table>

YR

		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	Non-Fiction
Speaking: They develop their own narratives and explanations by connecting ideas or events Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)] They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Amongst the many opportunities to promote speaking, talk and listening: -Children are encouraged to plan what they are going to do in Explore Time. -Children are encouraged to verbally discuss and Review what they have done in Explore Time	Whole class retelling of story Identifying features in reading, naming key features (e.g. author, blurb, title). Reading: Children read and understand simple sentences. Read words with simple suffixes, for example –ed, -ing and –s, both in phonics and text reading. Show awareness of punctuation in reading Read word by word (one to one correspondents) Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context. Read environmental language and be encouraged to use and refer to Working Walls.	Planning Tool –Story map /story mountain Fiction: Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence Teacher modelled texts are visible to pupils as they are writing.	Two part sentence Main clause structure (Subject, verb, Questions Full stops/ Capital letters/ Question Mark - begin to use full stops in writing/ Capitalise initial letter of own name Simple Connectives: and who until but Say a sentence, write and read it back to check it makes sense Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers Luckily / Unfortunately, 'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat Speaking: They use past, present and future forms accurately. when talking about events that have happened or are to happen in the future.	Understands the concept of a word. Can represent speech through a line, symbols and increasingly graphemes. Subject Verb Extension-Object/noun Introduce: Determiners the / a / my / your/ an this that / his / her / their / some / all Prepositions: up / down / in / into / out / to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'	Speaking: Forms words that are plural nouns by adding – s Form words that are adjectives by adding '- er' (longer, thicker), or verbs by adding '-ing' (quacking, going) Appropriate Red Words- 1. if a child has no graphemes they are taught to represent a word with a ---------- line (a wiggly line) 2. As they acquire symbol like shapes and representations this will feature within the line: ---^&-¬@ k------s . 3. As they are taught and can write graphems of phonems they can hear they represent these and use a line for those they do not: a c—s—on a mat . 4. They will pick up cvc sounds and graphemes and red words and this will build upon this: acat sat on a mat the mat woz p-p- . 19. They will build on this further: The orenj cat sat on the pirpul mat last Choosdai .	Tweezers and FMS opportunities Independently makes marks and understand that these symbols represent writing and can be read back. Across the setting. Introduce: Finger spaces Introduce letter formation and h/w part of RWI sessions see Unit 4.5 H/ W Introduce RWI handwriting posture: -Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower-case letters in the correct direction, starting and finishing in the right place. -Form capital letters -Form digits 0-9 Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.	Opportunities for mark-making and writing at every station. Writing: They write simple sentences which can be read by themselves and others. Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message

stage	Sentence type	Info and examples	Teaching points / terminology
Foundation Stage	'**sentence sense'**: children gain idea of a sentence, through using images, symbols and words	use sentence sequence boxes and human sentences with pictures to help children to understand concept of sentence 	**capital letter full stop question mark** **exclamation mark**
	Add an adjective: (can also refer to these as WOW words at this point)	Introduce children to the idea of describing things with exciting words. Start sharing and collecting exciting words, and displaying. He was a **hungry** wolf with an **empty** tummy.	**adjective** / WOW word.

Y1		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting/ Presentation	
		Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). **Compose sentences orally and in writing.** **Sequence sentences to form a short narrative or piece of information writing.** **Use basic descriptive language.**	**Combine words to form grammatically accurate sentences.** **Join words and clauses using 'and'. (introduce but, so)** **Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).** **Use capital letters for names and the personal pronoun 'I'.**		**Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.** **Spell many Year 1 common exception words.** **Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').** **Re-read and check writing makes sense.**	**Form lower-case letters in the correct direction, starting and finishing in the right place.** **Form capital letters and digits 0-9.** **Separate words with spaces.**	
Understand and orally use a variety of grammatical structures (e.g. uses appropriate words to join sentences). Use 'because' orally to develop reasoning and justify, e.g. in reading and science; Use present tense e.g. She helps the boy. Use past tense e.g. She helped the boy. Orally compose a sentence prior to writing. - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions	Uses title of book to predict content of book when reading. Read age appropriate books fluently, using punctuation appropriately (e.g. order a cut up sentence based on a book). Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance) Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) Read words containing –s, –es, –ing, –ed, –er and –est endings (including change to root)	Consolidate Reception list Write a full narrative from a story map Re-reads their writing to check it makes sense. Introduce: Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening : Once upon a time… Build-up :One day… Problem / Dilemma : Suddenly,../ Unfortunately,… Resolution: Fortunately,… Ending- Finally…… Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence	Children know how words combine to make a simple sentences e.g. *I went to the park.* *The castle is haunted.* Use capital letters and full stops with improving accuracy. Begin to question marks and exclamation marks to demarcate sentences. Use capital letters for names and the personal pronoun I. Introduce: Joining two clauses with a co-ordinating conjunction or simple Connectives: and / or/ but/ so/ because/ so that/ then/ that/ while/ when/ Where…/ Exclamation mark Capital for pronoun ITypes of sentences: Statements / Questions Exclamations Also as openers: While… / When… / Where… -'ly' openers Fortunately,…Unfortunately, Sadly,… Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon	Consolidate Reception list Introduce: Prepositions: inside outside towards across under Determiners: the a my your an this that his her their some all lots of many more those these Adjectives to describe; e.g. The old house… The huge elephant… Alliteration e.g. dangerous dragon, slimy snake Similes using as….as… e.g. as tall as a house as red as a radish Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	1. They will build on this further: The orenj cat sat on the pirpul mat last Choosdai . 2. Read back words they have attempted to spell. 3. Reread what they have written to check it makes sense. 3.. As they progress they will be taught to underline words they have attempted that may not be spelt correctly. The **orenj** cat sat on the **pirpul** mat last **Choosdai .** **4. Misspellings of words that have been identified pupils will correct and spell correctly.** Use letter names to distinguish between alternative spellings of the same sound. Spell:- Common Exception Words and Y1 list was, were, are, am, when, if, but, that , or, because Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word some contracted words, as part of Common Exception Word regular plural noun suffixes (eg dog>dogs, wish>wishes) proper nouns with capitals (e.g. days of week, names) suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper) How the prefix un–changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	-Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower-case letters in the correct direction, starting and finishing in the right place. -Form capital letters Form digits 0-9 and simple appropriate maths symbols and notation. -Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writes with letters sitting on the line, edge to edge with increasing consistency in size, shape and formation. Will only select sharp pencil to write with. No erasers- errors crossed out with single line- no scribbles. Sticks in own LI slips and sheets. Writes short date. Taught how to use a ruler. Ensures key vocabulary is corrected with purple pen if it is indicated that there is an error spelling key vocab or red word- uses a purple pen. Evidence of pride in presentation, including drawing.	Writes lists, labels and captions. Introduce stem sentences: _____ because…… _____ but …….. _____ so ……..

For specific details and examples see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

stage	Sentence type	Info and examples	Teaching points / terminology
Y1/Y2	**2A sentence**	2 adjectives before the noun: e.g. *Mr Twit was a dirty, horrible man.* Can be extended to 4A with 2 adjectives before the second noun. *There was a dark, gloomy wood, with a small, crumbling cottage*	teach expanded **noun phrases adjectives**
	BOBS sentence	2 part sentence: The first part ends with a comma, and the second part starts with **but / or / because / so.** *e.g. She was happily playing a game, but got upset when she lost*	using a comma before come conjunctions. **compound sentences**
	Simile sentence	Comparing one thing with another, using **like a….** or **as….. as…..** *e.g. The huge monster chased after the children **like a** tornado. Although the giant was **as** tall **as a** mountain, he wasn't frightening.*	link to poetry and explore figurative language.
	List Sentence	Has 3 or 4 adjectives before the noun. Commas between adjectives, (*and* can be used between the last two). *e.g. It was a cold, wet, miserable and misty morning.*	Teach children through this sentence type that list sentences can be **adjectives as well as nouns.**
	What / How + ! sentences	Begin with what followed by an adjective to describe the final words of the sentence. *e.g. What a beautiful day!* *What an awful mess!* How sentences just use the adjective, without the following noun. *e.g. How beautiful! How awful!*	**Exclamation mark Exclamation sentence** (only starting with what or how for purposes of Y2 test) – teach children wider usage too.
	ing, ing, ing sentences	*e.g. Hopping, skipping, jumping, he made his way to the park.*	discuss verb starters
	Fronted adverbial sentence	Adverb to start the sentence, teach that a comma comes after. *e.g. Silently, the swan swam across the lake Suddenly, she glimpsed the elf amongst the tree roots.*	**fronted adverbials comma**

Y2		**Composition and planning**	**Grammar (see appendix for more information)**		**Transcription**		**Across the curriculum**
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting/ Presentation	
	drawing on their reading to inform the vocabulary and grammar of their writing	**WTS: Write sentences that are sequenced to form a short narrative (real or fictional)** **EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)** **EXS: Write about real events, recording these simply and clearly** **GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**	**EXS: Use present and past tense mostly correctly and consistently.** **[From Y2 PoS: including use of the progressive form of verbs.]** **EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.** **From PoS: Add description and specification through the use of expanded noun phrase.** **From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.** **WTS: Demarcate some sentences with capital letters and full stops.** **EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.** **GDS: Use the punctuation taught at key stage 1 mostly correctly.**		**WTS: Spell some common exception words.** **EXS: Spell many common exception words** **GDS: Spell most common exception words** **GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*** **GDS: Make simple additions, revisions and proof-reading corrections to their own writing.** **[From Y2 PoS: this is an expectation for all pupils.]**	**WTS: Form lower-case letters in the correct direction, starting and finishing in the right place** **WTS: Form lower-case letters of the correct size relative to one another in some of their writing.** **WTS: Use spacing between words.** **EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.** **EXS: Use spacing between words that reflects the size of the letters.** **GDS: Use the diagonal and horizontal strokes needed to join some letters.**	
- listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions.	Plan and write own stories with a logical and succinct series of events with full complete sentences. Identify and use present progressive: (e.g. She is helping the boy.) Use past progressive: (e.g Use some features of written Standard English. . She was helping the boy.)	Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather. Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away…., One cold but bright morning….. Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader	Learn how to use familiar and new punctuation accurately to demarcate sentences: Capital letters Full stops / Question marks / Exclamation marks / Commas to separate items in a list Types of sentences: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type. Use expanded noun phrases for descriptions and specification (e.g. The brown bear, the tiny chair, plain flour) Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide.* *Spiders can be small, or they can be large.* *Charlie hid but Sally found him. It was raining so they put on their coats.* Complex sentences (Subordination) with subordinate clauses joined to main clause using: Drop in a relative clause: who/which e.g. using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description *e.g.a lean cat, a mean cat, a green dragon, a fiery dragon* Add detail to a sentence by adding adverbs ending in – ly to turn adjectives into adverbs: *(e.g. He stepped quietly into the house)* Vary openers to sentences: Comma after –ly opener *e.g. fortunately…/ slowly…./ Usually, Eventually, Finally, Carefully, Slowly, …*	Subordination (using conjunctions such as when, if, that, because) and co- ordination (using and, but, or). Prepositions: behind above along before between after Alliteration e.g. wicked witch slimy slugs Similes using…like… e.g. … like sizzling sausages …hot like a fire Two adjectives to describe the noun e.g. The scary, old woman… Squirrels have long, bushy tails. Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs/ Some cats….. Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	1. As children move into visual recognition of phonetically plausible attempts (Y2 for most pupils) they would be taught to underline words they think they have attempted the spelling for. 2. They would be taught to reread, edit and correct words they have underlined as part of solo and peer- marking to proof-read and purple pen spellings they have identified as attempted from word banks, whiteboards, vocab lists and some simple dictionaries: The **orange** cat sat on the **purple** mat last **Tuesday .** Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Correct tense used consistently throughout writing. Apostrophes to mark contracted forms in spelling e.g. don't, can't **See Spelling -work for Y2 p44: Link** Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Use of peer marking, self-assessment and purple-pen.	• Form lower-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters. Always uses ruler where appropriate and takes care to take pride in writing. **Black pens are introduced for writing during Year 2.** **By the end of Year 2 all children will be writing in pen.**	Write for different purposes. Write down ideas and key words before writing. Make simple additions, revisions and corrections to own writing. subordinate clauses joined to main claus. Re-read writing with intonation to make the meaning clear. Uses headings and sub-headings in reading to orientate around text.

		Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Embellished simple sentences using: adjectives *e.g. The boys peeped inside the dark cave.* adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) Speech bubbles /speech marks for direct speech Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) Apostrophes to mark singular possession e.g. the cat's name				

For specific details and examples see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

stage	Sentence type	Info and examples	Teaching points **/ terminology**
Year 2	explicitly teach writing 4 sentence types: Command, statement, exclamation and question….	***Statement:*** *We are going to the beach today.* ***Command:*** *Go to your room!* ***Question:*** *What are you going to do?* ***Exclamation:*** *(nb for Y2 SATs start with How or What). How ridiculous!*	**full stop question mark** **exclamation mark**
	Noun, which, who, where (intro in Y2)	Use commas to embed a clause in a sentence, adding extra information, starting the clause with *which, who* or *where.* nb Embedded clauses are subordinate clauses – this part can be omitted and the sentence will still make sense. They are enclosed by commas. *e.g. Snakes, which scare me, are not always poisonous. My pet dog, who only* *has 3 legs, loves to chase seagulls.*	**embedded clause – 'drop in'** introduce idea of **main clause / subordinate clause**
	Verb, person	Starts with a verb to give it more importance. The verb is followed by a comma and then a name / pronoun (he, she, they, it) followed by the rest of the sentence. *e.g. Tiptoeing, Jack tried to sneak past the giant's snoring body.*	teach choosing powerful verbs to add emphasis. choose **nouns / pronouns** appropriately to make clear varying sentence starters
	double ly ending	The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. *e.g. They laughed loudly and shrilly.*	**adverbs of manner**

Y3		**Composition and planning**	**Grammar**		**Transcription**		**Across the curriculum**
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material.	Choose language to suit the purpose and audience: Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). Use present and past tense correctly, including use of the present perfect instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain). Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2). Use inverted commas to punctuate direct speech. Use apostrophes for contraction and singular possession correctly (secure from Year 2).		Spell correctly words that have been previously taught, including… common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. Use and spell correctly many words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy). Handwriting- Use joined up writing consistently and independently.		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English	Through reading analyse ways in which writing is : - appropriate to the purpose appropriate grammar and vocabulary is used to describe setting and character and to create settings, characters and plots	Use simple organisational devices Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present	Begin to use paragraphs to organise information into themes. Revise and embed subordinate/main clause structure Vary Long sentences to add description or information. And short sentences for emphasis and making key points e.g. Sam was really unhappy. / Visit the farm now. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cove./ Amazingly, small insects can…. -'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep. Uses a range of adverbs and adverbials phrases at the start of sentences: Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) *A few days ago, we discovered a hidden box.* *At the back of the eye, is the retina.* *In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air* Develop complex sentences including extending range of sentences with more than one clause by using a wider range of conjunctions (Subordination) with range of subordinating conjunctions (including when, if because, although e.g. He ate his lunch before he left home) Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet Drop in a relative clause using: who/ whom/ which/ whose/ that e.g. The girl, whom I remember had long black hair, The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864,is a popular tourist attraction. Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.	Revise word class noun, verb, adjective, adverb Begin to use inverted commas for direct speech. Subordinating conjunctions – Since, until, because, when, although, if Prepositions of place Well-chosen adverbs Determiners – the, a and an (link to spelling words starting with vowels) Perfect tense used accurately (has eaten, had lived) Prepositions Next to by the side of In front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes e.g. auto…super…anti… Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next	When writing, use a line to indicate under a word where the spelling may need to be checked. Use dictionaries, spell checkers, word banks and spelling / vocab journal. Teach ARMS: Add, Remove, Move about, substitute. Proofread for spelling and punctuation errors. Re-read writing with controlled tone and volume to make the meaning clear **See Spelling -work for Y3/4 p49:** **Link**	Begin to use joined handwriting throughout their independent writing. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. All children using narrow-lined books with, where appropriate margins.	Headings and Sub-Headings to support organisation.

		perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.	Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue – powerful speech verb e.g. "Hello," she whispered. Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	word begins with a vowel e.g. a rock, an open box. Uses present perfect tense. (e.g. She has helped the boy). Begin to understand how to start a new line for dialogue for a new speaker. Begin to use inverted commas to punctuate speech.			

stage	Sentence type	Info and examples	Teaching points / terminology
Y2/3	explicitly teach writing 4 sentence types: Command, statement, exclamation and question….	Statement: We are going to the beach today. Command: Go to your room! Question: What are you going to do? Exclamation: (nb for Y2 SATs start with How or What). How ridiculous!	Full stop question mark exclamation mark
	Noun, which, who, where (intro in Y2)	Use commas to embed a clause in a sentence, adding extra information, starting the clause with which, who or where. nb Embedded clauses are subordinate clauses – this part can be omitted and the sentence will still make sense. They are enclosed by commas.e.g. Snakes, which scare me, are not always poisonous. My pet dog, who only has 3 legs, loves to chase seagulls.	embedded clause – 'drop in' introduce idea of main clause / subordinate clause
	Verb, person	Starts with a verb to give it more importance. The verb is followed by a comma and then a name / pronoun (he, she, they, it) followed by the rest of the sentence. e.g. Tiptoeing, Jack tried to sneak past the giant's snoring body.	teach choosing powerful verbs to add emphasis. - Choose nouns / pronouns - appropriately to make clear - varying sentence starters
	double ly ending	The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. e.g. They laughed loudly and shrilly.	adverbs of manner
Y3/4	De:De (description: details)	A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and the second clause adds further details. The colon links – signalling that the second clause will expand on the first.e.g. Snails are slow: they take hours to travel the shortest of distances.	colon independent clause / main clause
	Ad, same ad sentences	Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.e.g. He was a fast runner, fast because he needed to be.	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)
	All the Ws	Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if? e.g. Would there ever be another opportunity like this one? Who would take over his role now?	rhetorical questions
	FANBOYS sentence	Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions. e.g. He was a friendly man, but he could become nasty.	Subordination (when, if, that, because) and co-ordination (FANBOYS)
	Many questions	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). n.b. the additional phrases do not need capitals. e.g. Where was the treasure? the diamonds? the rubies? the riches? e.g. What if she was lost? trapped? captured? or murdered?	writing for effect
	ing, ed	The verb ending 'ing' is followed by a location of the action, and then a comma. The second part of the sentence starts with a name or pronoun. It then moves from present to past tense, and indicates a pivotal incident.e.g. Dancing in the studio, he watched in the mirror as a ghost appeared.	Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses) Walking in the bush, she stopped at the sight of a crocodile facing her.' She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.'

Y4			Composition and planning	Grammar		Transcription		Across the curriculum
Oral	**Reading**	**Language**	**Composition and planning**	**Sentences/ Punctuation**	**Word structure/ Language**	**Spelling/ Proof-reading**	**Handwriting**	
			Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Choose language to suit the purpose and audience: - Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). - Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). -Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech accurately. Use apostrophes correctly (contraction, singular and plural possession).		Spell correctly words that have been previously taught, including… common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. Use and spell correctly most words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy). Handwriting- Use joined up writing consistently, independently and fluently.		
Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising,	Reading to explore author's use of words to Magpie scenes, descriptions and characters		Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion	Standard English for verb inflections instead of local spoken forms. Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. Extending sentences with clauses and phrases Using a range of fronted clauses and phrases (fronted adverbials) Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky./ Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions (including when, if because, although. e.g. He ate his lunch when he reached school.) Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below) -'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. -'ly' phrases as starters e.g. Unfortunately, no chocolate biscuits remained. Drop in –'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g.	Consolidate Year 3 list Introduce: Prepositions at underneath since towards beneath beyond Conditionals - could, should, would Comparative and superlative adjectives e.g. small…smaller…sm allest good…better…best Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Cluses (contain subject and verb) Phrases (do not contain verbs) Fronted clause Fronted phrase Determiners – articles, quantifiers, ordinals, possessive, demonstrative, numerals Expanded noun phrases Pronouns and possessive pronouns Perfect tense used accurately (has eaten, had lived)	Singular/ plural Suffix/ Prefix Word family Consonant/Vowel **Proofread for:** Correct use of all speech punctuation including inverted commas, commas and full stops Commas after fronted clauses and fronted phrases Apostrophes to mark plural possession. Standard English forms of verb inflections instead of local spoken forms (e.g. We were not we was/ I did not I done) Appropriate use of pronouns to across all sentences to add cohesion and avoid repetition. e.g Elephants are herbivores. They live in fields. **See Spelling -work for Y3/4 p49: Link** Start a new line for dialogue for a new speaker. Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: e.g. The conductor shouted, "Sit down!") Use of commas after fronted adverbials (e.g. Last Friday, we went to the part).	Use a joined handwriting throughout their independent writing. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Begin to use paragraphs to organise information into themes. Headings and Sub-Headings to support organisation.

imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English				Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. Repetition to persuade e.g. Find us to find the fun Dialogue - verb + adverb - "Hello," she whispered, shyly. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition ommas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural		Use apostrophes to mark plural possession (for example, the girl's name, the girls' names). The grammatical difference between plural and possessive –s		

stage	Sentence type	Info and examples	Teaching points / terminology
3 and Year 4	De:De (description: details)	A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and the second clause adds further details. The colon links – signalling that the second clause will expand on the first. e.g. Snails are slow: they take hours to travel the shortest of distances.	colon independent clause / main clause
	Ad, same ad sentences	Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. e.g. He was a fast runner, fast because he needed to be.	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)
	All the Ws	Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if? e.g. Would there ever be another opportunity like this one? Who would take over his role now?	rhetorical questions
	FANBOYS sentence	Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions. e.g. He was a friendly man, but he could become nasty.	Subordination (when, if, that, because) and co-ordination (FANBOYS)
	Many questions	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). n.b. the additional phrases do not need capitals. e.g. Where was the treasure? the diamonds? the rubies? the riches?/ e.g. What if she was lost? trapped? captured? or murdered?	writing for effect
	ing, ed	he verb ending 'ing' is followed by a location of the action, and then a comma. The second part of the sentence starts with a name or pronoun. It then moves from present to past tense, and indicates a pivotal incident. e.g. Dancing in the studio, he watched in the mirror as a ghost appeared.	Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses) 'Walking in the bush, she stopped at the sight of a crocodile facing her.' 'She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.'

Y5		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). **In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').** **Use dialogue in narratives to convey character or advance the action.** **Use a range of devices to build cohesion within and across paragraphs:** **secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;** **link ideas using adverbials of time, place and number;** **ink ideas using tense choices (e.g. he had seen her before instead of he saw her before).** **Make choices in drafting and revising writing, showing understanding of how these enhance meaning.**	**Select appropriate grammar and vocabulary to change and enhance meaning:** **use a range of verb forms, particularly the perfect, to mark relationships of time and cause.** **use modals and adverbs to indicate possibility.** **convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.** **use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).** **demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).** **Indicate parenthesis using brackets, commas or dashes.** **Use punctuation to ensure meaning is clear, particularly commas for clarity.**		**Spell correctly words that have been previously taught, including…** **common exception words from KS1;** **Year 3/4 statutory words; previously taught homophones.** **Use and spell correctly many words from the year 5 / year 6 spelling list.** **Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.** **Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).**	**Maintain legibility in joined handwriting when writing at speed.**	
participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.	Reading to explore author's use of words to Magpie scenes, descriptions and characters Through reading analyse: Writing is appropriate to audience and purpose Writing uses appropriate form Develop characterisation and setting and atmosphere Dialogue develops character and advances action Select appropriate grammar and vocabulary to enhance and clarify meaning Build cohesion within and across paragraphs Organisational and presentational devices structure writing and guide the reader Tense is consistent throughout Subject and verb agreement is accurate Register is matched to the purpose and audience Exposure to the semi-colon in reading	Writing to cause impact/ communicate to reader A range of multi-clause sentence structures Split main clauses with embedded relative clause Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look orward to the future ask a question. Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint	Uses a range of cohesive devise to build cohesion within sentences and paragraphs including pronouns and adverbials. Link ideas across paragraphs using time adverbials (e.g. Later that day, At the moment), adverbials of place (e.g. Beside the tree, In the distance) and number (e.g. Firstly, Secondly) Use tenses to link ideas (He had never seen her before) Adverbs of time, place, manner, frequency and degree Relative pronouns Modal verbs Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions. Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events e.g. Before he left home, he ate his lunch. Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.	Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Using expanded noun phrases to convey complicated information concisely (e.g. a shy boy with pale, delicate features; a soft material that can be moulded). Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs (eg. Possibly, perhaps, surely). Use modal verb (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).	Proof-reading for: -To correct spellings of underlined attempted words and words identified through self/ peer-assessment -Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy. -Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect -Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ….through the lonely streets ….at midnight Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur) Ensuring correct subject and verb agreement when. using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. **See Spelling -work for Y5/6 p56:** **Link**	Use a consistent joined handwriting style throughout their independent writing. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.	Routinely uses bullet points to list information., make notes and has a repertoire of note-taking strategies to summarise and reconstruct knowledge given or extracted.

		Summary clear at the end to appeal directly to the reader	Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) Rhetorical question Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy. Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity				

	sentence type	Info and examples	teaching points / terminology
Year 5 and Year 6	Outside: Inside sentences	Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However…In truth…Secretly…Happy/sad…Brave/terrified etc e.g. She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)	Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion Viewpoint Parenthesis
	Some; others sentences	Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence e.g. Some people love football; others just can't stand it	Teach use of the semi-colon, colon and dash to mark the boundary between independent clauses
	Personification of weather sentences	An element of the weather is given a human attribute. When grasped, introduce an adverb e.g. The rain wept down his window - The rain wept pitifully down his window. e.g. The waves battered the little boat	Determiner – stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any) 'The rain wept down his window.'
	3 bad – (dash) question	Can also be 3 good. Sentence starts with 3 (often negative – often adjective) words. First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. e.g. Thirst, heatstroke, exhaustion – which would kill him first? e.g. Generosity, compassion, kindness – which was Miss Honey's finest quality?	Using dashes (progression from list sentence). Writing for impact and effect
	P.C. sentences (paired conjunctions)	When some words need a second word in order to make sense e.g. neither nor – Neither money nor gifts could make him go back to the haunted hut. e.g. both and - It was both creepy and unpleasant for him to work there.	conjunctions

Y6		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		WTS: Write for a range of purposes **WTS: In narratives, describe settings and characters..** **WTS: Use paragraphs to organise ideas.** **WTS: In non-narrative writing, use simple devices to structure the writing** **and support the reader (e.g. headings, sub-headings, bullet points).** **EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).** **[From Y6 PoS: this must include examples of more formal writing.]** **EXS: In narratives, describe settings, characters and atmosphere.** **EXS: Integrate dialogue in narratives to convey character and** **advance the action..** **EXS: Use a range of devices to build cohesion (e.g. conjunctions,** **adverbials of time and place, pronouns, synonyms) within and across paragraphs.** **GDS: Write effectively for a range of purposes and audiences, selecting** **the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).**	**EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).** **EXS: Use verb tenses consistently and correctly throughout their** **writing.** **GDS: Distinguish between the language of speech and writing and** **choose the appropriate register.** **GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.** **WTS: Use … mostly correctly** **capital letters.** **full stops.** **question marks.** **commas for lists.** **apostrophes for contraction.** **EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).** **GDS: Use the range of punctuation taught at key stage 2 correctly (e.g.semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.**		**WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.** **EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.** **From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.** **From PoS: Proof read for spelling, punctuation and grammatical errors** **(e.g. subject/verb agreements, tense use).**	**WTS: Write legibly.** **EXS: Maintain legibility in joined handwriting when writing at speed.**	
As above for Y5 plus; Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out –discover; ask for –request; go in –enter) Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for	Reading to explore author's use of words to Magpie scenes, descriptions and characters	Writing to cause impact/ communicate to reader Select level of formality needed. Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation Non-fiction: Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Link ideas across paragraphs using a wider range of cohesive devices: Pronouns (see year 4) Adverbials (see year 5) Repetition of a word or phrase. Ellipsis (eg She did it because she wanted to do it...) Using expanded noun phrases to convey complicated information concisely. Varies length and focus of sentences to express subtleties in meaning and focus on key ideas Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated. Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little	Proof-reading for accuracy and where used -the correct and sustained use of the passive voice to affect the presentation of information of a sentence (e.g. The boy was helped (by the girl)). -the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). -the use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich The judge demands that he attend court. It is vital that they be prepared to speak). To ensure that writing maintains tense and person consistently where shifts in tense occur, moves between them with some confidence Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place,	Use a consistent and fluent handwriting style with greater speed throughout their independent writing. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.	Consistent use of bullet points to list information. Headings and sub-headings, columns bullets or tables.

example, the use of question tags: He's your friend, isn't he?) Use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich).			and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you. Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)		mood or subject and proof reads for accuracy. **See Spelling -work for Y5/6 p56:** Link Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).		

Year 5 and Year 6	Irony Sentences	Deliberately overstates how good or bad something is (often signalling by quote marks). The overstated word is then shown to be false, through the remainder of the sentence. e.g. Our 'luxury' hotel turned out to be a farm outbuilding, complete with chickens! e.g. As the sun rose, our advertised 'beautiful view' revealed itself to be a scrapyard and a rubbish tip.	useful when writing letters of complaint. collect superlatives to use as the overstated word.
	Imagine 3 examples	Begin with the word 'imagine', then describe three parts of something (often times of places). The first two parts are separated by commas and the third with a colon. Then explain that there is such a place / thing. e.g. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: on Andromeda 5, there is such a planet.	Modal verb – used to express degrees of certainty / ability / obligation (will, could, can, could, may, might, shall, should, must, ought) Imagine a time where everyone could help each other, when life might be simpler etc….
	Active and passive sentences	Ensure children understand the difference. e.g. The school arranged a visit – active e.g. A visit was arranged by the school – passive	subject and object of the sentence
	Tell: (colon) show 3 examples	Two part sentence. First part tells the reader a fact or opinion. This is followed by a colon. After the colon a list of 3 examples follows. As this is a phrase list (not single words), semi-colons are used to separate the items. e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa.	colon semi-colon
	When_; when_; when_; then_.	Ends with a statement, which is preceded by 3 occurences, which, when combined, predict the final statement. e.g. When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light; then the beast will awaken.	Writing for effect: great striking paragraph or opening. semi-colon in a list