

**Primary Phase English Curriculum Plan**

**Faculty curriculum intent:**

At Calder Primary, it is our intent that every child will learn to read and write independently, regardless of their background, needs or abilities and that by the time pupils leave at the end of Key Stage 2, they will have acquired the knowledge and skills needed for the next phase of their education.

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |

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| **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** |
| * Speed Sounds Set 1

To match Phonics being taught (phonemes, graphemes, tricky words) | * Speed Sounds Set 1
* Red Ditty Books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Speed Sounds Set 1
* Red Ditty Books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Speed Sounds Set 2
* Letter names
* Green / Purple books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Speed Sounds Set 2
* Letter names
* Green / Purple / Pink / Orange books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Speed Sounds Set 2
* Letter names
* Green / Purple / Pink / Orange books

To match Phonics being taught (phonemes, graphemes, tricky words) |

Y1

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| **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** | **Phonics (RWI Programme)****Spellings** |
| * Consolidate all previous learning
* Pink / Orange books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Speed Sounds Set 3
* Yellow books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Speed Sounds Set 3
* Yellow books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Blue books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Blue / Grey books

To match Phonics being taught (phonemes, graphemes, tricky words) | * Consolidate all previous learning
* Grey books
* Phonics Screening Check – if not passed the threshold then bespoke intervention to be put in place

To match Phonics being taught (phonemes, graphemes, tricky words) |

RWI Phonics also provides coverage of all Y1 SPaG objectives so separate SPaG planning / lessons are not necessary. RWI Phonics also teaches skills such as answering reading comprehension questions, provides multiple opportunities to develop the Spoken Language objectives outlined for Y2-Y6 and requires pupils to discuss texts in detail so separate text-based learning planning / lessons are not necessary.

Y2

Y2

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| **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** |
| * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1

Ready To Write ~ Year 1 English (3 weeks)* Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
* Capital letters for names and for the personal pronoun I
* Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: full stops; capital letters; exclamation marks; question marks
* How words can combine to make sentences
* Joining words and joining clauses using ‘and’

Commas (1 week)* Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists
* Commas to separate items in a list
* Terminology for pupils: comma

Word Classes 1 (2 weeks)* Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]
* Terminology for pupils: noun phrase

The /d\_ʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words Common exception wordsCycle A Text: The Robot and the Bluebird (David Lucas)Cycle B Text: The Lonely Beast (Chris Judge) | * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1

Conjunctions (3 weeks)* Co-ordination (using or , and , or but )
* Subordination (using when, if, that , or because )

Sentence Types 1 (2 weeks)* How the grammatical patterns in a sentence indicate its function as a question
* How the grammatical patterns in a sentence indicate its function as a command
* Terminology for pupils: question; command

Autumn Term AssessmentThe /a\_ɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.Adding –ed, –ing, –er and –est to a root word ending in –e with a consonant before it.Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception wordsCycle A Text: One Night, Far From Here (Julia Wauters)Cycle B Text: The Dark (Lemony Snicket) | * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1

Word Classes 2 (2 weeks)* Use of –ly in Standard English to turn adjectives into adverbs
* Terminology for pupils: letter; word

Apostrophes (3 weeks)* Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]
* Terminology for pupils: apostrophe

Sentence Types 2 (2 weeks)* How the grammatical patterns in a sentence indicate its function as a exclamation
* How the grammatical patterns in a sentence indicate its function as a statement
* Terminology for pupils: statement; exclamation

The /ɹ/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /ɔ:/ sound spelt a before l and llThe /ʌ/ sound spelt oCommon exception wordsCycle A Text: The Magic Finger (Roald Dahl)Cycle B Text: The Fox and the Star (Coralie Bickford-Smith) | * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1

Tenses (3 weeks)* Learn how to use the present and past tenses correctly and consistently including the progressive form
* Correct choice and consistent use of present tense and past tense throughout writing
* Terminology for pupils: tense (past, present)

Suffixes 1 (1 week)* Formation of nouns using suffixes such as –ness, – er and by compounding [for example, whiteboard, superman]
* Formation of adjectives using suffixes such as –ful, – less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)
* Terminology for pupils: suffix

Spring Term AssessmentThe /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and quThe / ɔ:/ sound spelt a after wThe /ʒ/ sound spelt sHomophones and near-homophones Common exception wordsCycle A Text: Adventures of an Eggbox Dragon (Richard Adams)Cycle B Text: The Princess and the White Bear King | * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1

Suffixes 2 (1 week)* Use of the suffixes –er, –est in adjectives
* Terminology for pupils: suffix

Consolidation + Assessment (SATs) (4 weeks)Words ending in –tion Homophones and near-homophones Common exception wordsCycle A Text: How to Find Gold (Viviane Schwarz)Cycle B Text: A Necklace of Raindrops (Joan Aitken) | * Consolidation of any identified areas of need
* Bespoke intervention if Phonics Screening Check threshold was not met in Year 1
* Re-take Phonics Screening Check if threshold was not met in Year 1

Consolidation of all KS1 skills and knowledge (5 weeks)Summer Term AssessmentThe possessive apostrophe (singular nouns) Contractions Homophones and near-homophones Common exception wordsCycle A Text: Claude in the City (Alex T. Smith)Cycle B Text: Anna Hibiscus by Atinuke |
| Study of each text should include opportunities for pupils to develop their Spoken Language, specifically:* 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
* 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
* 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

Study of each text should include opportunities for pupils to develop their Writing, specifically around the forms and genres outlined in the Writing Progression section of this document and incorporating SPaG taught to date |

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| **Phonics (RWI Programme)**Y3**SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG** **Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** |
| * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Ready to Write ~ Year 2 English (4 weeks)* Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]
* Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: full stops, capital letters, exclamation marks, question marks
* How the grammatical patterns in a sentence indicate its function as a question
* How the grammatical patterns in a sentence indicate its function as a command
* How the grammatical patterns in a sentence indicate its function as an exclamation
* How the grammatical patterns in a sentence indicate its function as a statement
* Co-ordination (using or , and , or but )
* Subordination (using when, if, that , or because )
* Commas to separate items in a list
* Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]
* Learn how to use the present and past tenses correctly and consistently including the progressive form

Determiners (3 weeks)* Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
* Terminology for pupils: consonant; consonant letter; vowel; vowel letter

Possessive apostrophe with singular and plural words Homophones and near-homophones Common exception wordsCycle A text: Butterfly Lion (Michael Morpurgo)Cycle B text: The Miraculous Journey of Edward Tulane (Kate Di Camillo) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Conjunctions (4 weeks)* Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
* Using conjunctions to express time and cause
* Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
* Terminology for pupils: conjunction; clause; subordinate clause

Autumn Term AssessmentHomophones and near-homophones Common exception wordsCycle A text: The Lion and The Unicorn and Other Hairy Tales (Jane Ray)Cycle B text: A Christmas Carol (Charles Dickens) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Adverbs (3 weeks)* Using adverbs to express time and cause
* Express time, place and cause using adverbs [for example, then, next, soon, therefore]

Prepositions (3 weeks)* Using prepositions to express time and cause
* Express time, place and cause using prepositions [for example, before, after, during, in, because of]
* Terminology for pupils: preposition

The suffix –ly Homophones and near-homophones Common exception wordsCycle A text: The Pebble in my Pocket (Meredith Hooper & Chris Coady)Cycle B text: Street Child (Berlie Doherty) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Speech (3 weeks)* Introduction to inverted commas to punctuate direct speech
* Terminology for pupils: direct speech, inverted commas (or ‘speech marks’)

Tenses (2 weeks)* Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
* Using the present perfect form of verbs in contrast to the past tense

Spring Term AssessmentThe /ʌ/ sound spelt ou More prefixes Homophones and near-homophones Common exception wordsCycle A text: Werewold Club Rules / Zombierella (Jospeh Coelho)Cycle B text: What’s It Worth Joey? | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Nouns (2 weeks)* No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.

Paragraphs (4 weeks)* Introduction to paragraphs as a way to group related material
* Headings and sub-headings to aid presentation

Words with endings sounding like /ʒə/ or /t\_ʃə/ Words with the /e\_ɪ/ sound spelt ei, eigh, or ey Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and near-homophones Common exception wordsCycle A text: Gangsta Granny (David Walliams)Cycle B text: Varjak Paw (S.F. Said) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Word Families (2 weeks)* Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
* Terminology for pupils: word family

Prefixes (3 weeks)* Formation of nouns using a range of prefixes [for example super–, anti–, auto–]
* Spelling: Spell more prefixes
* Terminology for pupils: prefix

Summer Term AssessmentAdding suffixes beginning with vowel letters to words of more than one syllable More prefixes Homophones and near-homophones Common exception wordsCycle A text: The Wind In The Willows (Kenneth Graham)Cycle B text: The Owl Who Was Afraid of the Dark (Jill Tomlinson) |
| Study of each text should include opportunities for pupils to develop their Spoken Language, specifically:* 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
* 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
* 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

Study of each text should include opportunities for pupils to develop their Writing, specifically around the forms and genres outlined in the Writing Progression section of this document and incorporating SPaG taught to date |

Y4

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| **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** |
| * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Ready to Write ~ Year 3 English (5 weeks): * Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
* Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
* Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore]
* Express time, place and cause using prepositions [for example, before, after, during, in, because of]
* Introduction to inverted commas to punctuate direct speech
* Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
* Introduction to paragraphs as a way to group related material
* Terminology for pupils: determiner

Pronouns (2 weeks)* Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
* Terminology for pupils: pronoun; possessive pronoun

Endlings which sound like /ʃən/, spelt –tion, -sion, -ssion and -cianCommon exception wordsCycle A text: Butterfly Lion (Michael Morpurgo)Cycle B text: The Miraculous Journey of Edward Tulane (Kate Di Camillo) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Fronted Adverbials (4 weeks)* Using fronted adverbials
* Fronted adverbials [for example, Later that day, I heard the bad news.]
* Using commas after fronted adverbials
* Use commas after fronted adverbials
* Terminology for pupils: adverbial

Autumn Term AssessmentThe suffixes –ation and -sionCommon exception wordsCycle A text: The Lion and The Unicorn and Other Hairy Tales (Jane Ray)Cycle B text: A Christmas Carol (Charles Dickens) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Apostrophes (3 weeks)* Indicating possession by using the possessive apostrophe with plural nouns
* The grammatical difference between plural and possessive –s
* Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]

Speech (3 weeks)* Using and punctuating direct speech
* Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]

The suffic -ousCommon exception wordsCycle A text: The Pebble in my Pocket (Meredith Hooper & Chris Coady)Cycle b text: Street Child (Berlie Doherty) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Noun Phrases (3 weeks)* 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)

Suffixes 1 (2 weeks)* Spell words with endings sounding like /ʒə/ or /tʃə/
* Spell words with endings which sound like /ʒən/

Spring Term AssessmentMore prefixes Common exception wordsCycle A text: Werewold Club Rules / Zombierella (Jospeh Coelho)Cycle B text: What’s It Worth Joey? | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Standard English (2 weeks)* 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]

Paragraphs (4 weeks)* Use of paragraphs to organise ideas around a theme

The /ɪ/ sound spelt y elsewhere than at the end of words More prefixes Common exception wordsCycle A text: Gangsta Granny (David Walliams)Cycle B text: Varjak Paw (S.F. Said) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Suffixes 2 (5 weeks)* Spell using the suffix –ation
* Spell using the suffix –ly
* Spell using the suffix –ous
* Spell words with endings which sound like /ʃən/, spelt – tion,–sion, –ssion, –cian

Summer Term AssessmentThe suffix –ousWords with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Common exception wordsCycle A text: The Wind In The Willows (Kenneth Graham)Cycle B text: The Owl Who Was Afraid of the Dark (Jill Tomlinson) |
| Study of each text should include opportunities for pupils to develop their Spoken Language, specifically:* 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
* 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
* 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

Study of each text should include opportunities for pupils to develop their Writing, specifically around the forms and genres outlined in the Writing Progression section of this document and incorporating SPaG taught to date |

Y5

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| **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** |
| * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Ready to Write ~ Year 4 English (3 weeks)* Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* 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)
* Using fronted adverbials
* Using commas after fronted adverbials
* The grammatical difference between plural and possessive –s
* Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]

Relative Clauses (3 weeks)* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
* Terminology for pupils: relative pronoun; relative clause

Words containing the letter-string ough Endings which sound like /ʃəs/ spelt –cious or -tiousCommon exception wordsCycle A text: The Arrival (Sean Tan)Cycle B text: Wonder (R.J Palacio) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Modal Verbs (2 weeks)* Using modal verbs to indicate degrees of possibility
* Indicating degrees of possibility using modal verbs [for example, might, should, will, must]
* Terminology for pupils: modal verb

Adverbs (3 weeks)* Using adverbs to indicate degrees of possibility
* Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Autumn Term AssessmentsEndings which sound like /ʃəl/ Homophones and near-homophones Common exception wordsCycle A text: The Arrival (Sean Tan)Cycle B text: Wonder (R.J Palacio) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Parenthesis (3 weeks)* Using brackets, dashes or commas to indicate parenthesis
* Terminology for pupils: parenthesis; bracket; dash

Expanded Noun Phrases (3 weeks)* Using expanded noun phrases to convey complicated information concisely

Words ending in –ant, -ance, -ancy, -ent, -ence and –encyHomophones and near-homophones Common exception wordsCycle A text: There’s a boy in the Girls’ Bathroom (Louis Sacher) & Greek MythsCycle B text: Rooftoppers (Katherine Rundell) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Tenses (5 weeks)* Using the perfect form of verbs to mark relationships of time and cause

Spring Term AssessmentAdding suffixes beginning with vowel letters to words ending in –fer Homophones and near-homophones Common exception wordsCycle A text: There’s a boy in the Girls’ Bathroom (Louis Sacher) & Greek MythsCycle B text: Rooftoppers (Katherine Rundell) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Commas (2 weeks)* Using commas to clarify meaning or avoid ambiguity in writing
* Terminology for pupils: ambiguity

Cohesion (7 weeks)* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
* Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
* Terminology for pupils: cohesion

Words ending in –ible and -ableWords ending in –ably and –iblyHomophones and near-homophones Common exception wordsCycle A text: Harry Potter and the Philosopher’s Stone (JK Rowling)Cycle B text: London Eye Mystery (Siobhan Dowd) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Prefixes (1 week)* Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Suffixes (1 week)* Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; – ify]

Summer Term AssessmentAdding suffixes beginning with vowel letters to words ending in –fer Words with the /i:/ sound spelt ei after c Homophones and near-homophones Common exception wordsCycle A text: Harry Potter and the Philosopher’s Stone (JK Rowling)Cycle B text: London Eye Mystery (Siobhan Dowd) |
| Study of each text should include opportunities for pupils to develop their Spoken Language, specifically:* 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
* 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
* 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

Study of each text should include opportunities for pupils to develop their Writing, specifically around the forms and genres outlined in the Writing Progression section of this document and incorporating SPaG taught to date |

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| **Phonics (RWI Programme)**Y6**SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** | **Phonics (RWI Programme)****SPaG****Spellings****Text-based Learning (P of R)** |
| * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Ready to Write ~ Year 5 English (4 weeks)* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
* Using modal verbs to indicate degrees of possibility
* Indicating degrees of possibility using modal verbs [for example, might, should, will, must]
* Using adverbs to indicate degrees of possibility
* Indicating degrees of possibility using adverbs [for example, perhaps, surely]
* Using brackets, dashes or commas to indicate parenthesis
* Using expanded noun phrases to convey complicated information concisely
* Using the perfect form of verbs to mark relationships of time and cause
* Using commas to clarify meaning or avoid ambiguity in writing

Synonyms and Antonyms (2 weeks)* How words are related by meaning as synonyms and antonyms [for example, big, large, little]
* Terminology for pupils: synonym; antonym

Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and near-homophones Common exception wordsCycle A text: The Arrival (Sean Tan)Cycle B text: Wonder (R.J Palacio) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Word Classes (3 weeks)* Terminology for pupils: subject; object

Subjunctive Form (2 weeks)* Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms
* The 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]
* The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he? , or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
* Recognising subjunctive forms

Autumn Term AssessmentHomophones and near-homophones Common exception wordsCycle A text: The Arrival (Sean Tan)Cycle B text: Wonder (R.J Palacio) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Punctuation 1 (2 weeks)* Using a colon to introduce a list
* Use of the colon to introduce a list
* Use of semicolons within lists
* Punctuating bullet points consistently
* Punctuation of bullet points to list information
* Terminology for pupils: colon; semicolon; bullet points

Active and Passive (2 weeks)* Using passive verbs to affect the presentation of information in a sentence
* Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) ]
* Terminology for pupils: active; passive

Formal and Informal (3 weeks)* Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms
* The 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]
* The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he? , or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

ConsolidationCycle A text: There’s a boy in the Girls’ Bathroom (Louis Sacher) & Greek MythsCycle B text: Rooftoppers (Katherine Rundell) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Punctuation 2 (3 weeks)* Using semi-colons to mark boundaries between independent clauses
* Using colons to mark boundaries between independent clauses
* Using dashes to mark boundaries between independent clauses
* Use of the semi-colon to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]
* Use of the colon to mark the boundary between independent clauses
* Use of the dash to mark the boundary between independent clauses
* Terminology for pupils: colon; semi-colon

Hyphens (1 week)* Using hyphens to avoid ambiguity
* How hyphens can be used to avoid ambiguity [for example, man eating shark versus man eating shark , or recover versus re cover ]
* Terminology for pupils: hyphen

Spring Term AssessmentConsolidationCycle A text: There’s a boy in the Girls’ Bathroom (Louis Sacher) & Greek MythsCycle B text: Rooftoppers (Katherine Rundell) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Revision + SATs (2 weeks)Cohesion (5 weeks)* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand , in contrast , or as a consequence ], and ellipsis
* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
* Terminology for pupils: ellipsis

ConsolidationCycle A text: Harry Potter and the Philosopher’s Stone (JK Rowling)Cycle B text: London Eye Mystery (Siobhan Dowd) | * Bespoke intervention if Phonics Screening Check threshold was not met in Year 1 or Year 2 and it is felt that continuing with a Phonics based approach to reading and writing would be beneficial to the individual pupil. Use of Fresh Start materials rather than resources used in KS1.

Consolidation of KS2 (4 weeks)* Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives

Summer Term AssessmentConsolidationCycle A text: Harry Potter and the Philosopher’s Stone (JK Rowling)Cycle B text: London Eye Mystery (Siobhan Dowd) |
| Study of each text should include opportunities for pupils to develop their Spoken Language, specifically:* 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
* 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
* 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

Study of each text should include opportunities for pupils to develop their Writing, specifically around the forms and genres outlined in the Writing Progression section of this document and incorporating SPaG taught to date |

**Primary Phase Writing Progression By Key Stage**

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| Reception pupils will develop early writing skills by acquiring the ability to segment and spell words using correct phoneme / grapheme correspondence through their Phonics sessions that will follow the RWI programme. Details regarding the progression of these skills throughout the Reception year and beyond can be found earlier in this document (red text). In addition to this, other key skills will be taught to pupils during adult-led, adult-initiated activities and pupils will have numerous opportunities to develop their skills independently during their own child-led, child-initiated activities that are available to them as part of the continuous provision in the EYFS indoor and outdoor environments. |
| Skills taught via adult-led, adult-initiated activities (including Phonics sessions)* use their phonic knowledge to write words which match their spoken sounds
* write some irregular common words
* know the sound and name of each letter of the alphabet
* write simple sentences which can be read by themselves and others
* begin to understand correct letter formation
* begin to leave spaces between words
* begin to use capital letters and full stops to demarcate simple sentences
 | Independent development of skills via child-led, child-initiated activities* make phonetically plausible attempts to write words that contain sounds that have not yet been taught
* make phonetically plausible attempts to write irregular common words that have not yet been taught
* show an interest in and love of writing
* write for a range of purposes and audiences
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EYFS

KS1

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| Writing forms / genres to be taught during KS1. Precisely when each form is taught is left to the discretion of the Class Teacher so that forms can be planned to correspond with texts and / or Topics being taught at different points in the year. Written work should provide opportunities for pupils to use SPaG taught to date. Skills specific to each year group should be taught and evidenced across a range of writing. Y1 pupils following the RWI Phonics programme will cover these skills and genres as part of those sessions and through RWI texts.* Black text: to be covered by the end of KS1
* Purple text: specific to Year 1
* Orange text: specific to Year 2
 |
| Diary Entries (Recount)* Understand and use first person.
* Understand and use tenses correctly.
* Use descriptive and emotive language.
* Use sequencing within writing and understand order of events.
* Begin to understand and use rhetorical questions.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Lists (Procedure)* Understand and use the format of a list correctly.
* Use commas within a list.
* Understand and use bullet points correctly.
* Use a range of sequencing conjunctions such as next, firstly, finally etc
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Instructions (Procedure)* Use an introductory paragraph.
* Understand and use the format and layout of instructions correctly.
* Use a range of sequencing conjunctions such as next, firstly, finally etc.
* Use and understand imperative verbs and their role in commands.
* Use a final statement.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Fact File (information)* Understand and use third person.
* Understand and use the format, layout and purpose of a fact file.
* Understand and use headings and sub - headings.
* Organise information in a logical way.
* Use pictures and captions.
* Use concise language, correct for the purpose.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Stories (Narrative)* Understand and use the format of a story including: plot, sequencing, characterisation, setting, events and the impact they have.
* Use adjectives and adverbs to aid description.
* Use noun phrases and later, expanded noun phrases to aid description.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 |
| Letter Writing (adaptable to different genres but at least one letter to be Persuasive)* Understand and use the layout of a letter correctly.
* Understand the purpose of the letter they are writing.
* Understand who will be reading the letter and show awareness of this audience in their writing.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Invitations (Information)* Understand and use the layout of an invitation correctly.
* Understand the content needed, for example, RSVP.
* Understand the presentation needed, depending upon the purpose of the invitation.
* Use clear and concise language.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Explanation Text (Explanation)* Create a title based around a ‘How’ or ‘Why’ question
* Short, concise sentences
* Subject specific vocabulary included
* Use sequencing conjunctions
* Use present tense
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Character Description (Information)* Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and later, expanded noun phrases to aid description
* Group ideas and material together (eg all descriptions of physical appearance together)
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | Poetry (Narrative)* Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of acrostic poems and at least one other form of poetry
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 |
| Punctuation Expected To Be Visible In A Range Of Work By KS1 Pupils From Varying Genres And Used With Increasing Accuracy And Confidence* sentences demarcated with full stops and capital letters
* use a capital letter for names of people, places, days of the week and the personal pronoun ‘I’
* begin to demarcate sentences with question marks and exclamation marks
* sentences demarcated with capital letters, full stops, question marks and exclamation marks
* use commas in lists
* use apostrophes in contractions to indicate missing letters
* use apostrophes to show singular possession
 | Planning Skills* say out loud what they are going to write about
* compose a sentence orally before writing it
* plan or say out loud what they are going to write about
 | Drafting Skills* sequence sentences to form short narratives
* write down ideas and/or key words including new vocabulary
* encapsulate what they want to say, sentence by sentence
 | Editing Skills* discuss what they have written with the teacher or other pupils
* re-read what they have written to check that it makes sense
* evaluate their writing with the teacher and other pupils
* 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
* proof-read to check for errors in spelling, grammar and punctuation
 | Presentation & Handwriting* 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
* understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these
* leave spaces between words
* 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
 |
| Vocabulary* join words and clauses using “and”
* expanded noun phrases to describe and specify
 | Performing* read their writing aloud, clearly enough to be heard by their peers and the teacher
* read aloud what they have written with appropriate intonation to make the meaning clear
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LKS2

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| Writing forms / genres to be taught during LKS2. Precisely when each form is taught is left to the discretion of the Class Teacher so that forms can be planned to correspond with texts and / or Topics being taught at different points in the year. Written work should provide opportunities for pupils to use SPaG taught to date. Skills specific to each year group should be taught and evidenced across a range of writing.* Black text: to be covered by the end of LKS2
* Purple text: specific to Year 3
* Orange text: specific to Year 4
 |
| Diary Entries (Recount)* Consistently use first person.
* Consistently use past tense.
* Use paragraphs correctly.
* Understand informality of diary.
* Portray thoughts and feelings using emotive language.
* Understand and use the correct layout.
* Clear sequencing and ordering of events
* Use of appropriate rhetorical questions
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Instructions (Procedure)* Use bullet points correctly.
* Use a range of sequencing conjunctions such as first, next, then, finally etc.
* Integrate sub-headings within instructions.
* Create and use an introduction.
* Use captions, pictures, diagrams and labels.
* Accurately and appropriately use imperative verbs.
* Use subject specific vocabulary.
* Consistently use present tense
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Explanation Text (Explanation)* Create an appropriate question based around a ‘How’, ‘Why’, ‘What’, ‘Where’ or ‘When’ question
* Understand the use and style of an explanation text.
* Use paragraphs correctly.
* Use interesting facts and subject specific vocabulary.
* Use sequencing conjunctions such as firstly, finally etc.
* Use co-ordinating conjunctions such as so, but, for etc.
* Use present tense.
* Include supporting illustrations that are clearly labelled.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Non-chronological Report (Information)* Create and use titles and sub - headings/titles.
* Use subject specific vocabulary.
* Create and use pictures, diagrams and captions.
* Use formal language.
* Create an introduction.
* Include ‘Fun facts’ and ‘Did you know?’
* Have an awareness of the reader.
* Create a conclusion.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Letter Writing (adaptable to different genres but at least one letter to be Persuasive)* Understand and use level of formality correctly, for example, writing to a friend versus writing to a Member of Parliament.
* Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
* Create a relevant introduction.
* Create a relevant summary or conclusion.
* Write in clear paragraphs.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 |
| Stories (Narrative, at least one story to be Fantasy)* Understand and use a range of tenses including past, present and present perfect.
* Use descriptive language and techniques to help the reader understand characters and settings.
* Use a balance of both direct and indirect/reported speech.
* Use of appropriate rhetorical questions.
* Use a balance of sentence types, such as simple, compound and complex sentences.
* Use a range of conjunctions.
* Use a range of sentence openers, for example, fronted adverbials.
* Use a range of clauses, for example, main and subordinate.
* Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
* Use of five senses to aid description (sight, sound, smell, touch, taste).
* Use subject specific vocabulary (if necessary)
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Playscripts (Narrative)* Understand and use layout correctly, for example, colons, new line for each new speaker etc.
* Understand and use stage directions.
* Understand and use ‘scenes’ and/or ‘acts.’
* Understand no inverted commas are used, even though the characters are speaking.
* Use introduction at the start of each scene to give a brief description of where the scene is set.
* Perform own playscripts to an audience
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Balanced Arguments (Information)* Create and use an introduction including both sides of the argument.
* Use of a range of conjunction types such as, on the other hand , therefore, finally.
* Use emotive language.
* Use rhetorical questions.
* Create and use a conclusion to summarise the key points
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Newspaper Reports (Recount)* Create and use a ‘catchy’ headline.
* Use alliteration.
* Use rhetorical questions.
* Use sub - headings.
* Use formal language and vocabulary.
* Use direct speech for witness quotations.
* Use a balance of both reported/indirect speech and direct speech
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Advertising Posters (Persuasive)* Use persuasive vocabulary to entice their audience.
* Create and use an eye - catching headline.
* Use bold (and colourful) wording.
* Use subject specific vocabulary or phrases.
* Use alliteration.
* Use action verbs.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 |
| Character Description (Information)* Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and expanded noun phrases to aid description
* Write in paragraphs
* Include supporting evidence from the text when appropriate
* Include inference as well as given facts
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Poetry (Narrative)* Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of at least two different forms of poetry
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | Punctuation Expected To Be Visible In A Range Of Work By LKS2 Pupils From Varying Genres And Used With Increasing Accuracy And Confidence* demarcate sentences accurately using capital letters, full stops, question marks and exclamation marks
* use inverted commas to punctuate direct speech
* use commas after fronted adverbials
* use apostrophes to show plural possession
* in direct speech, use inverted commas and other punctuation, such as a comma after the reporting clause and / or end punctuation within the inverted commas
 | Planning Skills* talk about and record initial ideas
* compose and rehearse sentences orally (including dialogue)
* discuss and develop initial ideas in order to plan before writing
 | Drafting Skills* organise paragraphs broadly around a theme with some scaffolding
* write chronological narratives
* write in sequence
* describe characters, settings and/or plot in simple ways adding some interesting details
* organise writing into appropriate sections or paragraphs – both for fiction and non-fiction
* appropriately use a range of presentational devices including use of title and subheadings
* use dialogue [note: balance between dialogue and narrative may be uneven]
* describe characters, settings and plot with some appropriate interesting details
 |
| Editing Skills* evaluate own and others’ writing – with direction
* re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary
* make changes to their own writing following a re-read
* evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary
* proof-read, edit and revise their own work
 | Presentation & Handwriting* writing is legible
* letters are consistent in size and formation
* capital letters are the correct size relative to lower case
* writing is spaced sufficiently so that ascenders and descenders do not meet diagonal and horizontal strokes are used consistently to join letters
* know which letters, when adjacent, are best left unjoined
* appropriate letters are joined – consistent to the school’s handwriting approach
* writing is legible and fluent
* all letters and digits are consistently formed and of the correct size, orientation and relationship to one another
* downstrokes of letters are mostly parallel and equidistant
* writing is spaced sufficiently so that ascenders and descenders do not meet appropriate letters are joined consistently
 | Vocabulary* extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so
* develop a vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc…
 | Performing* read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard
* read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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| Writing forms / genres to be taught during UKS2. Precisely when each form is taught is left to the discretion of the Class Teacher so that forms can be planned to correspond with texts and / or Topics being taught at different points in the year. Written work should provide opportunities for pupils to use SPaG taught to date. Skills specific to each year group should be taught and evidenced across a range of writing.UKS2UKS2* Black text: to be covered by the end of UKS2
* Purple text: specific to Year 5
* Orange text: specific to Year 6
 |
| Diary Entries (Recount)* Consistently use first person.
* Consistently use past tense.
* Use paragraphs correctly.
* Understand informality of diary.
* Portray thoughts and feelings using emotive language.
* Understand and use the correct layout.
* Clear sequencing and ordering of events that doesn’t affect the flow of writing
* Use of appropriate rhetorical questions that don’t affect the flow of writing
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Instructions (Procedure)* Understand their audience and adjust formality accordingly.
* Use bullet points and/or numbered steps correctly.
* Create and use a concise and relevant introduction.
* Create and use chronological steps accurately.
* Use a range of sequencing conjunctions such as first, next, then, finally etc.
* Integrate sub-headings within instructions
* Use captions, pictures, diagrams and labels to illustrate and expand upon written instructions
* Accurately and appropriately use imperative verbs.
* Use subject specific vocabulary.
* Consistently use present tense
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Explanation Text (Explanation)* Create an appropriate title based around a question.
* Understand the use and style of an explanation text.
* Create and use an opening statement/ paragraph to introduce the subject.
* Use paragraphs correctly.
* Use passive verbs (where necessary).
* Use subject specific vocabulary.
* Use a range of sequencing and co-ordinating conjunctions
* Primarily use the present tense (with past tense used to give examples from the past or future tense to explain what will happen next if appropriate)
* Include illustrations, diagrams or charts to support the text
* Clear logical sequencing to text
* Create a glossary to define technical vocabulary
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Non-chronological Report (Information)* Create and use titles and sub - headings/titles.
* Use subject specific vocabulary.
* Use passive verbs.
* Create and use pictures, diagrams and captions.
* Use formal language.
* Create and use a relevant introduction.
* Include ‘Fun facts’ and ‘Did you know?’ (if appropriate).
* Understand who the text is for and use appropriate and specific vocabulary and language.
* Create and use a relevant conclusion
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Letter Writing (adaptable to different genres but at least one letter to be Persuasive)* Use the correct level of formality.
* Use vocabulary and language specific for recipient.
* Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
* Create a relevant introduction.
* Create a relevant summary or conclusion
* Write in clear paragraphs
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |
| Stories (Narrative, at least one story to be a Myth / Legend)* Understand and use a range of tenses including past, present and present perfect.
* Use sophisticated descriptive language appropriate to characters.
* Understand and accurately use a balance of both direct and indirect/reported speech.
* Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
* Use of appropriate rhetorical questions that don’t affect the flow of writing
* Use a balance of sentence types, such as simple, compound and complex sentences.
* Use a range of conjunctions.
* Use a range of sentence openers, for example, fronted adverbials.
* Use a range of clauses, for example, main and subordinate.
* Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
* Use of five senses to aid description (sight, sound, smell, touch, taste).
* Use subject specific vocabulary (if necessary)
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Advertisements (Persuasive)* Use persuasive vocabulary to entice their audience.
* Create and use an eye - catching headline.
* Use bold (and colourful) wording.
* Use subject specific vocabulary or phrases.
* Use alliteration.
* Use action verbs.
* Include statistical information (dependent upon audience).
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Balanced Arguments (Information)* Create and use an introduction including both sides of the argument.
* Use of a range of conjunction types such as, on the other hand, therefore, similarly, However, in contrast, likewise.
* Use emotive language.
* Use rhetorical questions.
* Use counter arguments to introduce opposite viewpoints.
* Use modal verbs to indicate degrees of possibility.
* Use and include statistics to emphasise and strengthen points.
* Create and use a conclusion to summarise the key points.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Newspaper Reports (Recount)* Use a range of journalistic techniques for headlines such as alliteration, puns, rhyme, single word, straight to the point or letter play.
* Use and understand format and presentation of a newspaper report.
* Include an orientation paragraph which includes the 5 ws: who, what, why, when and where.
* Use rhetorical questions.
* Use sub - headings.
* Use formal language and vocabulary.
* Use pictures with captions.
* Use direct speech for witness quotations.
* Use a balance of both reported/indirect speech and direct speech.
* Include a paragraph to conclude.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Biography (Information)* Create and use a relevant title.
* Create an introduction.
* Use formal language and vocabulary.
* Use passive verbs.
* Write in chronological order.
* Use a range of techniques to assist in linking ideas across paragraphs.
* Use sub - headings (if appropriate).
* Write in third person.
* Create a clear and concise conclusion.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |
| Character Description (Information)* Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and expanded noun phrases to aid description
* Write in paragraphs
* Include supporting evidence from the text when appropriate
* Include inference as well as given facts
* Use a range of sentence openers
* Use a range of sentence types
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Poetry (Narrative)* Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of at least two different forms of poetry
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Playscripts (Narrative)* Understand and use layout correctly, for example, colons, new line for each new speaker etc.
* Understand and use stage directions.
* Understand and use ‘scenes’ and/or ‘acts.’
* Understand no inverted commas are used, even though the characters are speaking.
* Use introduction at the start of each scene to give a brief description of where the scene is set.
* Perform own playscripts to an audience
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 | Punctuation Expected To Be Visible In A Range Of Work By UKS2 Pupils From Varying Genres And Used With Increasing Accuracy And Confidence* use dashes, brackets or commas to indicate parenthesis
* use commas to clarify meaning and/or avoid ambiguity in writing
* use a colon to introduce a list
* use a semi-colon within a list
* punctuate bullet points consistently
* use semi-colons to mark boundaries between independent clauses
* use colons to mark boundaries between independent clauses
* use dashes to mark boundaries between independent clauses
* use hyphens to avoid ambiguity
 | Planning Skills* discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop
* use discussion effectively to develop ideas and language before and during writing
 |
| Drafting Skills* organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs
* use a range of presentational devices including use of title, subheadings and bullet points
* use dialogue to indicate character and event
* describe characters, setting and plot with growing precision
* find key words and ideas – begin to write summaries
* organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph
* use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense
* use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns
* integrate dialogue to convey and contrast characters and to advance the action
* describe characters, settings and atmosphere with some precision
* use complex plot structures
* write an accurate précis
 | Editing Skills* evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning
* proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation
* evaluate own and others’ writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning
* proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register
 | Presentation & Handwriting* writing is legible and fluent and quality is beginning to be maintained at speed correct
* choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram
* can usually choose the appropriate writing implement for the task
* writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed
* correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc…
* chooses the writing implement that is best suited for a task
 | Vocabulary* begin to use a thesaurus to expand vocabulary
* choose vocabulary and grammar to suit formal and informal writing – with guidance
* use vocabulary which is becoming more precise
* confidently use a thesaurus to find precise word choices and further expand vocabulary
* select vocabulary and grammar to suit formal and informal writing with growing precision
* use vocabulary which is varied, interesting and precise
 | Performing* perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience
* confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience
 |

**Primary Phase Writing Progression By Genre / Skill**

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Understand and use first person.
* Understand and use tenses correctly.
* Use descriptive and emotive language.
* Use sequencing within writing and understand order of events.
* Begin to understand and use rhetorical questions.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Consistently use first person.
* Consistently use past tense.
* Use paragraphs correctly.
* Understand informality of diary.
* Portray thoughts and feelings using emotive language.
* Understand and use the correct layout.
* Clear sequencing and ordering of events
* Use of appropriate rhetorical questions
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Consistently use first person.
* Consistently use past tense.
* Use paragraphs correctly.
* Understand informality of diary.
* Portray thoughts and feelings using emotive language.
* Understand and use the correct layout.
* Clear sequencing and ordering of events that doesn’t affect the flow of writing
* Use of appropriate rhetorical questions that don’t affect the flow of writing
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Diary Entries

(Recount)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Understand and use the format of a list correctly.
* Use commas within a list.
* Understand and use bullet points correctly.
* Use a range of sequencing conjunctions such as next, firstly, finally etc
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Taught in KS1 only
 | * Taught in KS1 only
 |

Lists

(Procedure)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Use an introductory paragraph.
* Understand and use the format and layout of instructions correctly.
* Use a range of sequencing conjunctions such as next, firstly, finally etc.
* Use and understand imperative verbs and their role in commands.
* Use a final statement.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Use bullet points correctly.
* Use a range of sequencing conjunctions such as first, next, then, finally etc.
* Integrate sub-headings within instructions.
* Create and use an introduction.
* Use captions, pictures, diagrams and labels.
* Accurately and appropriately use imperative verbs.
* Use subject specific vocabulary.
* Consistently use present tense
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Understand their audience and adjust formality accordingly.
* Use bullet points and/or numbered steps correctly.
* Create and use a concise and relevant introduction.
* Create and use chronological steps accurately.
* Use a range of sequencing conjunctions such as first, next, then, finally etc.
* Integrate sub-headings within instructions
* Use captions, pictures, diagrams and labels to illustrate and expand upon written instructions
* Accurately and appropriately use imperative verbs.
* Use subject specific vocabulary.
* Consistently use present tense
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Instructions

(Procedure)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Create a title based around a ‘How’ or ‘Why’ question
* Short, concise sentences
* Subject specific vocabulary included
* Use sequencing conjunctions
* Use present tense
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Create an appropriate question based around a ‘How’, ‘Why’, ‘What’, ‘Where’ or ‘When’ question
* Understand the use and style of an explanation text.
* Use paragraphs correctly.
* Use interesting facts and subject specific vocabulary.
* Use sequencing conjunctions such as firstly, finally etc.
* Use co-ordinating conjunctions such as so, but, for etc.
* Use present tense.
* Include supporting illustrations that are clearly labelled.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Create an appropriate title based around a question.
* Understand the use and style of an explanation text.
* Create and use an opening statement/ paragraph to introduce the subject.
* Use paragraphs correctly.
* Use passive verbs (where necessary).
* Use subject specific vocabulary.
* Use a range of sequencing and co-ordinating conjunctions
* Primarily use the present tense (with past tense used to give examples from the past or future tense to explain what will happen next if appropriate)
* Include illustrations, diagrams or charts to support the text
* Clear logical sequencing to text
* Create a glossary to define technical vocabulary
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Explanation Text

(Explanation)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Understand and use third person.
* Understand and use the format, layout and purpose of a fact file.
* Understand and use headings and sub - headings.
* Organise information in a logical way.
* Use pictures and captions.
* Use concise language, correct for the purpose.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Taught in KS1 only
 | * Taught in KS1 only
 |

Fact File

(Information)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2(at least 1 story to be fantasy) | UKS2(at least 1 story to be myth / legend) |
| * Understand and use the format of a story including: plot, sequencing, characterisation, setting, events and the impact they have.
* Use adjectives and adverbs to aid description.
* Use noun phrases and later, expanded noun phrases to aid description.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Understand and use a range of tenses including past, present and present perfect.
* Use descriptive language and techniques to help the reader understand characters and settings.
* Use a balance of both direct and indirect/reported speech.
* Use of appropriate rhetorical questions.
* Use a balance of sentence types, such as simple, compound and complex sentences.
* Use a range of conjunctions.
* Use a range of sentence openers, for example, fronted adverbials.
* Use a range of clauses, for example, main and subordinate.
* Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
* Use of five senses to aid description (sight, sound, smell, touch, taste).
* Use subject specific vocabulary (if necessary)
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Understand and use a range of tenses including past, present and present perfect.
* Use sophisticated descriptive language appropriate to characters.
* Understand and accurately use a balance of both direct and indirect/reported speech.
* Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
* Use of appropriate rhetorical questions that don’t affect the flow of writing
* Use a balance of sentence types, such as simple, compound and complex sentences.
* Use a range of conjunctions.
* Use a range of sentence openers, for example, fronted adverbials.
* Use a range of clauses, for example, main and subordinate.
* Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
* Use of five senses to aid description (sight, sound, smell, touch, taste).
* Use subject specific vocabulary (if necessary)
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Stories

(Narrative)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Understand and use the layout of a letter correctly.
* Understand the purpose of the letter they are writing.
* Understand who will be reading the letter and show awareness of this audience in their writing.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Understand and use level of formality correctly, for example, writing to a friend versus writing to a Member of Parliament.
* Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
* Create a relevant introduction.
* Create a relevant summary or conclusion.
* Write in clear paragraphs.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Use the correct level of formality.
* Use vocabulary and language specific for recipient.
* Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
* Create a relevant introduction.
* Create a relevant summary or conclusion
* Write in clear paragraphs
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Letter Writing

(adaptable to different genres but at least one letter to be Persuasive)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Understand and use the layout of an invitation correctly.
* Understand the content needed, for example, RSVP.
* Understand the presentation needed, depending upon the purpose of the invitation.
* Use clear and concise language.
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Taught in KS1 only
 | * Taught in KS1 only
 |

Invitations

(Information)

Character Description

(Information)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and later, expanded noun phrases to aid description
* Group ideas and material together (eg all descriptions of physical appearance together)
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and expanded noun phrases to aid description
* Write in paragraphs
* Include supporting evidence from the text when appropriate
* Include inference as well as given facts
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Use third person
* Include adjectives, adverbs and descriptive vocabulary
* Use noun phrases and expanded noun phrases to aid description
* Write in paragraphs
* Include supporting evidence from the text when appropriate
* Include inference as well as given facts
* Use a range of sentence openers
* Use a range of sentence types
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of acrostic poems and at least one other form of poetry
* Meet KS1 expectations for Handwriting and Presentation
* Evidence of KS1 punctuation
* Evidence of KS1 Planning / Drafting / Editing process
 | * Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of at least two different forms of poetry
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Contribute to the writing of a collaborative class poem around a given subject
* Write short poems using own subject ideas based upon likes and/or dislikes
* Write examples of at least two different forms of poetry
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Poetry

(Narrative)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Taught in KS2 only
 | * Create and use titles and sub - headings/titles.
* Use subject specific vocabulary.
* Create and use pictures, diagrams and captions.
* Use formal language.
* Create an introduction.
* Include ‘Fun facts’ and ‘Did you know?’
* Have an awareness of the reader.
* Create a conclusion.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Create and use titles and sub - headings/titles.
* Use subject specific vocabulary.
* Use passive verbs.
* Create and use pictures, diagrams and captions.
* Use formal language.
* Create and use a relevant introduction.
* Include ‘Fun facts’ and ‘Did you know?’ (if appropriate).
* Understand who the text is for and use appropriate and specific vocabulary and language.
* Create and use a relevant conclusion
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Playscripts

(Narrative)

Non-Chrological Report

(Information)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Taught in LKS2 only
 | * Understand and use layout correctly, for example, colons, new line for each new speaker etc.
* Understand and use stage directions.
* Understand and use ‘scenes’ and/or ‘acts.’
* Understand no inverted commas are used, even though the characters are speaking.
* Use introduction at the start of each scene to give a brief description of where the scene is set.
* Perform own playscripts to an audience
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Understand and use layout correctly, for example, colons, new line for each new speaker etc.
* Understand and use stage directions.
* Understand and use ‘scenes’ and/or ‘acts.’
* Understand no inverted commas are used, even though the characters are speaking.
* Use introduction at the start of each scene to give a brief description of where the scene is set.
* Perform own playscripts to an audience
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Taught in KS2 only
 | * Create and use an introduction including both sides of the argument.
* Use of a range of conjunction types such as, on the other hand, therefore, finally.
* Use emotive language.
* Use rhetorical questions.
* Create and use a conclusion to summarise the key points
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Create and use an introduction including both sides of the argument.
* Use of a range of conjunction types such as, on the other hand, therefore, similarly, However, in contrast, likewise.
* Use emotive language.
* Use rhetorical questions.
* Use counter arguments to introduce opposite viewpoints.
* Use modal verbs to indicate degrees of possibility.
* Use and include statistics to emphasise and strengthen points.
* Create and use a conclusion to summarise the key points.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Balanced Arguments

(Information)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Taught in KS2 only
 | * Create and use a ‘catchy’ headline.
* Use alliteration.
* Use rhetorical questions.
* Use sub - headings.
* Use formal language and vocabulary.
* Use direct speech for witness quotations.
* Use a balance of both reported/indirect speech and direct speech
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Use a range of journalistic techniques for headlines such as alliteration, puns, rhyme, single word, straight to the point or letter play.
* Use and understand format and presentation of a newspaper report.
* Include an orientation paragraph which includes the 5 ws: who, what, why, when and where.
* Use rhetorical questions.
* Use sub - headings.
* Use formal language and vocabulary.
* Use pictures with captions.
* Use direct speech for witness quotations.
* Use a balance of both reported/indirect speech and direct speech.
* Include a paragraph to conclude.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Newspaper Reports

(Recount)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2(poster) | UKS2(longer written advertisement) |
| * Taught in KS2 only
 | * Use persuasive vocabulary to entice their audience.
* Create and use an eye - catching headline.
* Use bold (and colourful) wording.
* Use subject specific vocabulary or phrases.
* Use alliteration.
* Use action verbs.
* Meet LKS2 expectations for Handwriting and Presentation
* Evidence of KS1 and some LKS2 punctuation
* Evidence of LKS2 Planning / Drafting / Editing process
 | * Use persuasive vocabulary to entice their audience.
* Create and use an eye - catching headline.
* Use bold (and colourful) wording.
* Use subject specific vocabulary or phrases.
* Use alliteration.
* Use action verbs.
* Include statistical information (dependent upon audience).
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Advertisements

(Persuasive)

|  |  |  |
| --- | --- | --- |
| KS1 | LKS2 | UKS2 |
| * Taught in UKS2 only
 | * Taught in UKS2 only
 | * Create and use a relevant title.
* Create an introduction.
* Use formal language and vocabulary.
* Use passive verbs.
* Write in chronological order.
* Use a range of techniques to assist in linking ideas across paragraphs.
* Use sub - headings (if appropriate).
* Write in third person.
* Create a clear and concise conclusion.
* Meet UKS2 expectations for Handwriting and Presentation
* Evidence of LKS2 and some UKS2 punctuation
* Evidence of UKS2 Planning / Drafting / Editing process
 |

Biography

(Information)

|  |  |  |
| --- | --- | --- |
| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * sentences demarcated with full stops and capital letters
* use a capital letter for names of people, places, days of the week and the personal pronoun ‘I’
* begin to demarcate sentences with question marks and exclamation marks
* sentences demarcated with capital letters, full stops, question marks and exclamation marks
* use commas in lists
* use apostrophes in contractions to indicate missing letters
* use apostrophes to show singular possession
 | * demarcate sentences accurately using capital letters, full stops, question marks and exclamation marks
* use inverted commas to punctuate direct speech
* use commas after fronted adverbials
* use apostrophes to show plural possession
* in direct speech, use inverted commas and other punctuation, such as a comma after the reporting clause and / or end punctuation within the inverted commas
 | * use dashes, brackets or commas to indicate parenthesis
* use commas to clarify meaning and/or avoid ambiguity in writing
* use a colon to introduce a list
* use a semi-colon within a list
* punctuate bullet points consistently
* use semi-colons to mark boundaries between independent clauses
* use colons to mark boundaries between independent clauses
* use dashes to mark boundaries between independent clauses
* use hyphens to avoid ambiguity
 |

Punctuation

Planning Skills

|  |  |  |
| --- | --- | --- |
| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * say out loud what they are going to write about
* compose a sentence orally before writing it
* plan or say out loud what they are going to write about
 | * talk about and record initial ideas
* compose and rehearse sentences orally (including dialogue)
* discuss and develop initial ideas in order to plan before writing
 | * discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop
* use discussion effectively to develop ideas and language before and during writing
 |

Drafting Skills

|  |  |  |
| --- | --- | --- |
| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * sequence sentences to form short narratives
* write down ideas and/or key words including new vocabulary
* encapsulate what they want to say, sentence by sentence
 | * organise paragraphs broadly around a theme with some scaffolding
* write chronological narratives
* write in sequence
* describe characters, settings and/or plot in simple ways adding some interesting details
* organise writing into appropriate sections or paragraphs – both for fiction and non-fiction
* appropriately use a range of presentational devices including use of title and subheadings
* use dialogue [note: balance between dialogue and narrative may be uneven]
* describe characters, settings and plot with some appropriate interesting details
 | * organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs
* use a range of presentational devices including use of title, subheadings and bullet points
* use dialogue to indicate character and event
* describe characters, setting and plot with growing precision
* find key words and ideas – begin to write summaries
* organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph
* use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense
* use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns
* integrate dialogue to convey and contrast characters and to advance the action
* describe characters, settings and atmosphere with some precision
* use complex plot structures
* write an accurate précis
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| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * discuss what they have written with the teacher or other pupils
* re-read what they have written to check that it makes sense
* evaluate their writing with the teacher and other pupils
* 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
* proof-read to check for errors in spelling, grammar and punctuation
 | * evaluate own and others’ writing – with direction
* re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary
* make changes to their own writing following a re-read
* evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary
* proof-read, edit and revise their own work
 | * evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning
* proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation
* evaluate own and others’ writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning
* proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register
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Editing Skills

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| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * 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
* understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these
* leave spaces between words
* 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
 | * writing is legible
* letters are consistent in size and formation
* capital letters are the correct size relative to lower case
* writing is spaced sufficiently so that ascenders and descenders do not meet diagonal and horizontal strokes are used consistently to join letters
* know which letters, when adjacent, are best left unjoined
* appropriate letters are joined – consistent to the school’s handwriting approach
* writing is legible and fluent
* all letters and digits are consistently formed and of the correct size, orientation and relationship to one another
* downstrokes of letters are mostly parallel and equidistant
* writing is spaced sufficiently so that ascenders and descenders do not meet appropriate letters are joined consistently
 | * writing is legible and fluent and quality is beginning to be maintained at speed correct
* choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram
* can usually choose the appropriate writing implement for the task
* writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed
* correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc…
* chooses the writing implement that is best suited for a task
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Presentation & Handwriting

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| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * join words and clauses using “and”
* expanded noun phrases to describe and specify
 | * extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so
* develop a vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc…
 | * begin to use a thesaurus to expand vocabulary
* choose vocabulary and grammar to suit formal and informal writing – with guidance
* use vocabulary which is becoming more precise
* confidently use a thesaurus to find precise word choices and further expand vocabulary
* select vocabulary and grammar to suit formal and informal writing with growing precision
* use vocabulary which is varied, interesting and precise
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Vocabulary

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| KS1 (Y1 Y2) | LKS2 (Y3 Y4) | UKS2 (Y5 Y6) |
| * read their writing aloud, clearly enough to be heard by their peers and the teacher
* read aloud what they have written with appropriate intonation to make the meaning clear
 | * read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard
* read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
 | * perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience
* confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience
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Performing