



Our Curriculum

Writing

'Together we Flourish and Achieve'



Writing Curriculum

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Intent

At Spaxton Church of England Primary School, writing is a crucial part of our curriculum. We all know that English is a vital way of communicating. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because reading and writing are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

It is our intention that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening which will equip them with the fundamental tool to 'Flourish and Achieve' in later life. Throughout the pupil's journey in school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high-quality text as a driver for the writing. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

Our broad range of literature genres have been chosen as a stimulus for learning across the curriculum (these are underpinned by our Christian Values) and to broaden children's writing experiences. They link into our curriculum intent and support our cultural capital through exploring diversity and aspiration.

We also believe writing a vital opportunity to revisit and consolidate knowledge gained in other curriculum areas to ensure knowledge 'sticks'.

By the time pupils leave Spaxton Church of England Primary School, we aim to ensure they are proficient, independent writers.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.

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5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

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Implementation

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our Aims:

We teach grammar through our writing curriculum in order that it is meaningful for the children and can be used in practise.

We correct grammatical errors orally and in written work (where appropriate)

We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.

We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.

We provide writing frames and or images to support the least confident.

We provide time for planning, editing and revising

We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.

We encourage joined handwriting to support spelling and speed.

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We use drama and hot-seating to help pupils to think about another point of view.

Support for pupils with learning and motor difficulties

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words
- Strategies to help children clarify meaning.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- A daily Phonics or SPAG lessons
- Common Exception Words to take home and learn
- Display of key vocabulary on the working walls
- Using the correct vocabulary orally
- In-depth word-based spelling lessons looking at patterns, etymology and morphology
- Using dictionaries and thesaurus
- Targeted one to one/ small group support, where appropriate

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Spelling:

The daily, rigorous, systematic phonics sessions in EYFS and KS1 follows the Little Wandle Phonics and Spelling Programme

In KS2, the teaching of spelling strategies and conventions are based on the Spelling Shed Spelling Programme.

Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum.

Regular dictionary and thesaurus work.

Use of Key vocabulary and spell checks.

Regular opportunities to identify and use spellings within a context. Focused sessions for Common Exception Words from year 3- year 6.

Handwriting and Presentation:

At Spaxton CofE Primary School, children are taught to write legibly, fluently and at a reasonable speed.

We believe a pre-cursive style with correct letter formation must be taught as early as possible.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing).

Children progress to pen when ready to do so.

English Overview Rolling Programme

English Overview 2024 - 2025 Spaxton CofE Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Reading for pleasure texts
Starling Class Reception/1/2	Where we live <u>Errol's Garden</u> Fill my bucket	Winter animals Lost and Found Ernest Shackleton – Little People Big Dreams	Dinosaurs and Fossils <u>A First Book of Dinosaurs</u> Stone Girl, Bone Girl	Space and our planet <u>Look up!</u> Professor Astor Cat's Solar System	Castles and Royalty <u>Rapunzel</u> Look Inside a Castle	Weather <u>Out and About: A First Book of Poems</u> <u>Please, Mr Magic Fish</u>	How to be cooler than cool I do not like books anymore Gruffalo Superworm Lost and Found Astro Girl/Eco Girl Man on the Moon <u>Rabbit and Bear: Rabbit's Bad Habits</u> How to catch a star Harry and the Bucketful of Dinosaurs The Paperbag Princess Cherry Moon Zog The Three little Pigs and the big bad wolf George's Marvellous Medicine
Kingfisher Class Years 3/4	Saxons and Scots The Three Billy Goats Gruff TT (retelling – Klassen – forthcoming July) Extended Writing Outcomes:	Water – rivers <u>The Rhythm of the Rain</u> NF Extended Writing Outcomes: Personal Narrative Persuasive Speech Explanatory (informal and formal)	Vikings <u>Arthur and the Golden Rope</u> F Extended Writing Outcomes: Script for Advertisement Newspaper Article Comic Book Writing	Electricity <u>My Heart is a Poem</u> P Extended Writing Outcomes: Poetry in a range of form	Italy (history) <u>King of the Sky</u> F Extended Writing Outcomes: Descriptive Writing Balanced Argument Newspaper Report	Bodies <u>Danny Chung Does Not Do Maths</u> F Extended Writing Outcomes: Personal Narrative Short Story Non-Fiction	The Borrowers The Firework Maker's Daughter The Land of Roar Bright Bursts of Colour - Poetry
Peregrine Class	Coastlines	Romans	Coastlines/forces	Evolution	Battle of	Shang Dynasty	Skellig

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Years 5/6	<u>Corey's Rock</u> F Extended Writing Outcomes: Memoir (illustrated) Documentary script Emails & postcards The Undeclared P	<u>Tales from the Caribbean</u> TT Extended Writing Outcomes Playscript Oral Storytelling Narrative: Folk Tales	<u>The Runaway Robot</u> F Extended Writing Outcomes: Writing in role: journal and letter Alternative viewpoint retelling Referential writing based on research	<u>Moth</u> PB (adapt the sequence to Y6 – works well) <u>Dark Sky Park</u> P Extended Writing Outcomes: Poetry in a range of form	<u>Sedgemoor Suffragette</u> NF Extended Writing Outcomes: Persuasive text of choice Research reports & biography Writing in role: recount	<u>My Big Mouth</u> F Extended Writing Outcomes: Writing in role: letter Story narrative Non Chron: Advice guide	The Final Year The Invention of Hugo Cabret Overheard in a tower block- Poetry The Undeclared by Kwame Alexander
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English Overview 2025 – 2026

Spaxton CofE Primary School

Starling Class Reception/1/2	My friends The Pet Potato Bear and Bird	Toys Traction Man Stanley's Stick	Ships, boats and pirates Pattan's Pumpkin Dinosaur at the Bus Stop How to Find Gold	My healthy body Nikhil and Jay Save the Day Amy Gets Eaten My amazing Body machine	African Animals One Day on Our Blue Planet: The Savannah NF Caterpillar Cake P	Cities and summer travel Claude in the City A Walk in London Meerkat Mail	Mrs. Armitage's bike Hello Friend Ruby's Worry That Rabbit Belongs to Emily Brown The Paper Dolls The Night Pirates The Pirates next door Funnybones Inside the villains Flat Stanley The Lighthouse Keeper's Lunch Paddington Isadora Moon goes on holiday The Tunnel Daisy and the trouble with London
Kingfisher Class Years 3/4	Materials/Kenya Mama Miti NF Extended Writing Outcomes:	Tudors Quill Soup TT Extended Writing Outcomes: Playscript Persuasive Speech Narrative (Trickster Tales)	Qatar Varjak Paw F Extended Writing Outcomes: Writing in Role Persuasive Writing Newspaper Report	Victorians Tom's Midnight Garden (Graphic Novel)77 Extended Writing Outcomes:	Middle East Marshmallow Clouds. Poems inspired by Nature P Extended Writing Outcomes:	Ancient Egypt Marcy and the Riddle of the Sphynx F Extended Writing Outcomes: Information Writing Explanatory Writing Referential Writing	The Lion, the witch and the wardrobe Pugs of the Frozen North Planet Omar: Accidental Trouble Magnet Michael Rosen's A to Z
Peregrine Class Years 5/6	Space Curiosity. The Story of the Mars Rover. NF Extended Writing Outcomes: Documentary script	Stone Age The Sister Who Ate her Brothers TT Extended Writing Outcomes:	Electricity The Dam PB Extended Writing Outcomes: Poetry Formal letters Self-initiated informational	Light/ Iron Age Stars with Flaming Tails P Extended Writing Outcomes: Poetry in a range of forms	Greece/Classification Twitch F Extended Writing Outcomes: Information Book: Bird Encyclopaedia Writing in role:	Ancient Greece The Adventures of Odysseus F Extended Writing Outcomes: Newspaper article Speech writing Narrative in graphic	The Haunting of Aveline Jones The Longest Night of Charlie Noon The Boy in the Girl's Bathroom Running on

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	Research reports		writing		diary Mystery Genre Short Story	form Falling Out of the Sky , Poems about Myths and Monsters P	Empty – Transition Text Rhythm and poetry
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Kingfisher 2024-2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	The Three Billy Goats Gruff TT (retelling – Klassen – forthcoming July)	The Rhythm of the Rain by Grahame Baker-Smith	Arthur and the Golden Rope by Joe Todd-Stanton	My Heart is a Poem	King of the Sky by Nicola Davies, Laura Carlin	Danny Chung Does Not Do Maths by Maisie Chan
Human Theme	Perseverance	Environmentalism	Dreams and Change	Exploring Feelings	Belonging (migration and borders)	Belonging and Identity
Literary Form	Traditional Tale	Narrative non-fiction picturebook	Graphic novel	Poetry Collection	Picturebook	Novel
National Curriculum Cross-Curricular Links	PSHE: Explore moral themes in fairy tales: determination, perseverance, kindness, generosity, selflessness, etc. Geography: discover the physical geography, terrain and habitats of the Scandinavian mountain environment Art: after developing character design skills, children have the opportunity to design and illustrate their own picturebook text reimagining a folk tale Design and Technology: design, build and evaluate a structure to help get the goats across the valley	Geography: water cycle; freshwater and ocean biomes; continents and countries; physical and human features of countries and their own locality. Science: Life forms of salt and freshwater habitats; water pollution; evaporation and condensation. History: development of settlements around rivers; Art: observational drawing, perspective and shading and texture. Design and Technology: devices powered by moving water; water propulsion.	History: Vikings - Norse myths, gods and culture; collectors, artefacts and museums; primary/secondary sources Maths: measuring temperature, time and distance; co-ordinates. Geography: Iceland weather, climate, physical and human features, mountains, geysers, volcanoes; compass & map work Art and Design: comic book art; Viking pattern/design, rune stones; Design and Technology: rope making; design and build their own Viking long ship, longhouse or hall.		Geography: Undertake comparison of the human and physical features of the book's two settings in Italy and Wales. Develop map skills by investigating likely routes of the pigeons' racing routes. History: Immigration in South Wales during the 20th and 19th Century, as well as considerations around other mass migrations. Music: Explore lyrics and instrumentation of British folk music.	PSHE: Share personal narratives, drawing on memories and wider associations alongside their study of the text. The themes of belonging, racism, prejudice and xenophobia that are explored throughout the text provide a valuable stimulus and opportunity for young readers to relate to, understand and discuss how to challenge these. Geography: Children undertake a study of China that encompasses its vast geographical variation - identifying human and physical characteristics, key topographical features.
Reading: Experience, Knowledge, Skills and Strategies	Respond to illustration Visualise Empathise Ask, answer and evaluate questions Clarify and define vocabulary Make predictions Develop fluency Close reading and text marking Looking at Language Develop inference and deduction Form intertextual links Storymapping and narrative structure	Link text and illustration Looking at language Making predictions Form intertextual links Make personal connections Respond to illustration Empathise Develop Inference and deduction Develop personal, critical and evaluative response Close reading Consider authorial intent	Respond to illustration Visualise Make predictions Character comparison Develop fluency through performance Make personal connections Empathise Develop inference and deduction Develop personal and evaluative response Form intertextual links Looking at language and structure		Responding to illustration Visualise Make predictions Develop inference and deduction Form intertextual links Rereading and close reading Looking at language and authorial intent Make personal connections Empathise Develop visual literacy Ask, answer and evaluate questions	Looking at language Visualise Empathise Character comparison Skimming, scanning and close reading Develop fluency through performance Develop inference and deduction Identify themes & conventions Develop personal, critical and evaluative response Develop breadth of reading Form intertextual links
Vocabulary, Grammar,	Deliberate changes in viewpoint: first, second and third person voice	Expanding noun phrases (by modifying adjectives, nouns and prepositional	Conjunctions, adverbs and prepositions to expressing time, place and cause		Expanding noun phrases (by modifying adjectives, nouns and prepositional	Past and present tense, including progressive Direct speech punctuation

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Punctuation (and Spelling) and Extended Language Competency	Storytelling voice: addressing the reader, word order, common phrases. Prepositions and prepositional phrases. Rhythm and rhyme. Figurative language including metaphor, simile, personification. Alliteration and assonance. Direct speech punctuation. Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases). Punctuation for effect and cohesion.	phrases) Fronted adverbials. Figurative language, including metaphor, simile, personification. Conjunctions, adverbs and prepositions to expressing time, place and cause. Adverbs or modal verbs for degrees of possibility. Subjunctive forms. Active and passive voice. Determiners. Hyphenated compound nouns. Punctuation for effect: ellipsis.	Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases). Fronted adverbials (demarcated with comma). Subjunctive Form. Adverbs or modal verbs for degrees of possibility. Direct Speech punctuation. Imperative verbs. Paragraphs to organise ideas around a theme and group related material.		phrases) Conjunctions, adverbs and prepositions to expressing time, place and cause. Fronted Adverbial. Past and present perfect tense. Direct speech with punctuation. Figurative language including simile, personification. Alliteration. Adverbs or modal verbs for degrees of possibility. Pronoun to aid cohesion.	Compare standard English and spoken forms. Emotive language. Adverbs or modal verbs for degrees of possibility. Levels of formality. Brackets to indicate parenthesis. Fronted adverbials (demarcated with commas). Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases). Punctuation for effect and clarity.
Extended Writing Outcome	Persuasive Speech. Folk Tale. Retelling in Picturebook Form.	Personal Narrative. Persuasive Speech. Explanatory (informal and formal).	Script for Advertisement. Newspaper Article. Comic. Book Writing.		Descriptive Writing. Balanced Argument. Newspaper Report.	Personal Narrative. Short Story. Non-Fiction.

Peregrine 2024- 2025	Autumn Term 1 Corey's Rock	Autumn Term 2 Tales from the Caribbean by Trish Cooke and Joe Lillington	Spring Term 1 The Runaway Robot by Frank Cottrell-Boyce	Spring Term 2 Dark Sky Park by Philip Gross, Jesse Hodgson Moth PB (adapt the sequence to Y6 – works well)	Summer Term 1 Suffragette by David Roberts	Summer Term 2 My Big Mouth by Steven Camden
Human Theme	Family & belonging; bereavement	Exploring Values	Resilience, what makes us human	Caring for the environment	Dreams & Change	Family, friendship, identity, honesty
Literary Form	Illustrated novella	Traditional Tales	Contemporary novel	Poetry	Non-fiction	Illustrated novel
National Curriculum Cross-Curricular Links	Science: Scottish wildlife. Music: music from Scotland & Africa. Art & Design: Celtic knot patterns & Yoruba beadwork. Geography & History: compare Orkney & Edinburgh & where they live. PSHE: language used to define people; empathising; heritage, family; beliefs of different religions around the afterlife. Computing: Audio or visual reports on Orkney,	Computing: create/edit filmed/animated retellings of favourite stories. Science: flora & fauna of the Caribbean; etiological stories & modern understanding of evolution. Music: musical styles which originated & developed in the Caribbean. Geography: use maps & atlases; key physical & human characteristics, countries, & cities in the Caribbean. History: issues around	Computing: coding a robot; development of AI incl. pros & cons. Design and Technology: design & make a robot; design a new leg for Eric; everyday materials & joining techniques. Art and Design: depiction of robots & machinery by Futurists & Pop Artists. History: artificial & prosthetic limbs; robotics & AI; Arthurian legends. PSHE: Bravery & risk taking, friendship, bullying,	Science: deep ocean habitats; hydrothermal vents; photosynthesis; classification; nutrition; adaptation; evolution. Art & Design: representing natural phenomenon; limited colour palettes; exploring illustrative technique. Geography: physical geography – volcanoes, oceans & weather; human geography – animal extinction, war & climate change. Music: orchestral	Art & Design: symbolism & livery; portraiture. History: women's suffrage 1901-present. Computing: digital platforms; fake news. Music: chanted slogans, anthems & protest songs. PSHE: democracy; resilience. Citizenship: Parliament & Citizenship; voting, elections & precious liberties; volunteering & working together to improve their community.	Geography: human & physical geography of UK & the countries. Jay pretends Dad is visiting; latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones. PSHE: friendship, bullying, self-esteem & empathy; implications of lying. Music/History: Bob Marley or James Brown; lyrics as a means of expressing emotions.

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	Scottish wildlife, selkie stories.	slavery in Britain & beyond & colonisation of Caribbean islands; mid-20th Century 'Windrush' migration.	self-esteem & empathy; living with disability, positive attitudes to disability.	music; responding to poetry through music.		
Reading: Experience, Knowledge, Skills and Strategies	Link text and illustrations Visualise Make predictions Evaluate and summarise Develop inference & deduction Make personal connections Looking at language Consider distinctive style & tone of nonfiction	Develop personal, critical & evaluative response Form intertextual links Develop inference & deduction Make predictions Looking at language Evaluate and summarise Text marking Storymapping and narrative structure Develop fluency through performance	Ask, answer and evaluate questions Clarify and define vocabulary Close reading Make predictions Evaluate and summarise Develop inference and deduction Character comparison Develop fluency through performance	Support fluency with rhythm & rhyme Develop fluency through performance Deepen response by watching performance Visualisation Make personal connections Affective response Alliteration & assonance	Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Responding to illustration & multimedia Looking at language Make personal connections Identifying bias Develop fluency through performance	Ask, answer and evaluate questions Close reading Make predictions Evaluate and summarise Develop inference & deduction Form intertextual links Identifying bias Make personal connections
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Tense choices Adverbs or modal verbs for degrees of possibility Synonyms & antonyms Verb prefixes (e.g., dis-, de-, mis-, re-) Figurative language, including metaphor, simile, personification Adverbials of time, place & number Commas to clarify or avoid ambiguity Compare standard English forms and spoken forms Direct Speech punctuation Range of layout devices (e.g., headings, columns, tables)	Compare standard English forms and spoken forms, and features associated with the Caribbean islands Traditional Tale voice Figurative language, including metaphor, simile, personification Explore levels of formality Inverted commas to punctuate direct speech Synonyms & antonyms Devices to build cohesion within a paragraph Hyphens to avoid ambiguity	Narrative voice Use of present tense and/or past tense Progressive form of verbs to mark actions in progress Devices to build cohesion within a paragraph Conjunctions and fronted adverbials Adverbs or modal verbs for degrees of possibility Compare standard English forms and spoken forms Direct Speech punctuation Explore levels of formality	Poetic language Expanded verb, adverbial & noun phrases Verb prefixes (e.g., dis-, de-, mis-, re-) Exploring language & meaning play Brackets, dashes or commas to indicate parenthesis & figurative language, including metaphor, simile, personification Punctuation for effect, clarity & cohesion Commas to clarify meaning/avoid ambiguity Adverbials of time, place & number	Explore levels of formality Formation of verbs using suffixes (-ate, -ise, -ify) Explore levels of formality Adverbials of time, place & number Brackets, dashes or commas to indicate parenthesis and active voice Apostrophe for plural possession Slogans & rhetorical language Adverbs or modal verbs for degrees of possibility	Adverbs or modal verbs for degrees of possibility Explore levels of formality Compare standard English forms and spoken forms Passive and active voice Commas & parenthesis to clarify meaning Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) Explore levels of formality
Extended Writing Outcome	Memoir (illustrated) Documentary script Emails & postcards	Playscript Oral Storytelling Narrative: Folk Tales	Writing in role: journal and letter Alternative viewpoint retelling Referential writing based on research	Poetry in a range of forms	Persuasive text of choice Research reports & biography Writing in role: recount	Writing in role: journal and letters Poetry Personal writing about transition

Kingfisher 2025-2026	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Mama Miti by Donna Jo Matoti	Quill Soup by Alan Durrant	Varjak Paw by S F Said	Tom's Midnight Garden by Philippa Pearce	Marshmallow Clouds. Poems inspired by Nature	Marcy and the Riddle of the Sphinx
Human Theme	Sustainability & Care	Recognising and responding to the needs of others	Fear, Conflict and Forgiveness	Family & Friendship		Trust
Literary Form	Literary Non-fiction — Biography	Traditional Tale	Illustrated Novel	Graphic novel adaptation of a classic		Contemporary Picturebook
National Curriculum	History: Kenyan society; Maathai biography; Nobel	Science: Investigate endangered animals and	History: Opportunity to research and write about an	Art: artistic interpretations of gardens & horticulture;		History: Explore, research and discuss different

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<p>Cross-Curricular Links</p>	<p>Peace Prize speeches. Maths: temperature, rainfall. Geography: urban, coastal & rural comparison; sustainable farming; wealth distribution; lakes, craters. Science: habitat; adaptation; growth; deforestation; water cycle; life cycle. Art & Design: Masai beading; wood sculpture; illustration of Kadir Nelson. Design & Technology: berry recipes & cookbook; campfire; zoetrope. PSHE: nature & well-being; resilience.</p>	<p>the contributing factors; develop understanding of habitat, food chains. Art and Design: Look at use of shape, pattern, line and colour in both 2D and 3D art. Explore Tanzanian art/artists Music: Listen and play traditional South African musical instruments. Respond to music originating in the region Design and Technology: Taste and compare different soups: including tastes, ingredients and textures. Create and refine own soup recipe Geography: Investigate the physical geography, the terrain and habitats of the Valley of a Thousand Hills</p>	<p>ancient civilization: Mesopotamia Geography: locate and compare Mesopotamia to the contemporary Western Asian region (Iraq, Kuwait, Eastern Syria and South-western Turkey) Science: Centring research on cats, domestic and wilds, to support knowledge and understanding of living things P.E.: Dance using range of movement patterns for each 'Way'</p>	<p>botanical drawing; garden sculpture; interior design especially present-day & Victorian eras. History: Victorians; changes in housing; critique primary sources. Science: parts, life cycle & requirements of plants; time & time travel, clock & solar time, seasons. PSHE: gender roles.</p>		<p>elements of Ancient Egyptian society as part of the requirement in the National Curriculum to teach children about the achievements of the earliest civilisations. Geography: A study of the physical geographical features of modern and ancient Egypt Design and Technology: Explore invention and evolution of devices to support the irrigation</p>
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Responding to illustration & multimedia Ask, answer and evaluate questions Close reading Consider distinctive style & tone of nonfiction Make predictions Evaluate and summarise Make personal connections Develop inference & deduction Identifying bias</p>	<p>Respond to illustration Form intertextual links Clarify and define vocabulary Empathise Develop knowledge of storytelling language and tropes Make predictions Develop inference and deduction Character comparisons Develop personal, critical and evaluative response Storymapping and narrative structure Develop fluency through performance</p>	<p>Link texts and illustrations Looking at language Visualise Character comparison Skim, scan and summarise Close reading Develop fluency through performance Develop inference and deduction Develop personal, critical and evaluative response Form intertextual links Build reading stamina</p>	<p>Responding to illustration and multimedia Visualise Make predictions Character comparison Make personal connections Develop inference & deduction Form intertextual links</p>		<p>Responding to Illustration Visualise Empathise Ask, answer and evaluate questions Make predictions Looking at Language Develop inference and deduction Character comparison Develop personal, critical and evaluative response Storymapping and narrative structure</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p>	<p>Non-fiction explanatory voice Identifying bias Passive and active voice Adverbs or modal verbs for degrees of possibility Range of layout devices (e.g., headings, columns, tables) Paragraphs to organise ideas Present perfect tense consistency Formation of verbs using suffixes (-ate, -ise, -ify) Semi-colon, colon and dash to mark clauses and/or in lists Explore levels</p>	<p>Subjunctive Form Adverbs or modal verbs for degrees of possibility Narrative storytelling voice – past tense Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Rhetorical Questions Alliteration Conjunctions, adverbs and prepositions to expressing time, place and cause Dialogue, including play script and punctuated</p>	<p>Consistent past and present tense; Progressive, present perfect Explore levels of formality Figurative language Direct speech punctuation Pronoun to aid cohesion and avoid repetition Punctuation to indicate parenthesis Active and passive voice Fronted adverbials (with comma) Conjunctions, adverbs and prepositions to expressing time, place and cause</p>	<p>Fronted adverbials & conjunctions in coordinating clauses Subjunctive forms Adverbs or modal verbs for degrees of possibility Expanded verb, adverbial & noun phrases Explore levels of formality Compare standard English forms and spoken forms Devices to build cohesion within a paragraph</p>		<p>Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) Conjunctions, adverbs and prepositions to express time, place and cause Fronted adverbial Use of determiners and definite article Active and passive voice Adverbs or modal verbs for degree of possibility Direct speech punctuation Exploring word families</p>

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	of formality	direct speech Figurative Language	Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)			
Extended Writing Outcome	Science Investigation Summative Report Instruction Manual Persuasive speech	Playscript Persuasive Speech Narrative (Trickster Tales)	Writing in Role Persuasive Writing, Newspaper Report	Documentary script Comic book narrative Diary writing		Information Writing Explanatory Writing Referential Writing

Peregrine	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
2025-2026	Curiosity. The Story of the Mars Rover. By Markus Motem	The Sister Who Ate her Brothers By Jen Campbell, Adam de Souza	The Damby David Almond, Levi Penfold	Stars with Flaming Tails by Valerie Bloom	Twitch by M G Leonard	The Adventures of Odysseus by Hugh Lupton
Human Theme	Resilience & teamwork	Identity; resilience	Community & Belonging	Family and friends	Empathy & kindness	Overcoming setbacks
Literary Form	Non-fiction	Collection of traditional tales	Narrative non-fiction picturebook	Poetry Collection	Contemporary novel (Mystery)	Myth – an epic tale
National Curriculum Cross-Curricular Links	History: timeline of space exploration; the space race; formation of the universe. Geography: US physical & human geography; use of maps and atlases Science: materials involved in rover & rocket construction; forces incl. gravity; distance & speed, solar system Art & Design: explanatory diagrams, Markus Motem's artwork. Design and Technology: Design and evaluate a vehicle that could meet the requirements of a Mars Rover PSHE: Expand on wider themes including teamwork and resilience.	History: development of traditional tales over time; historical events & social context specific to individual stories. Geography: location of different stories; maps; journeys. Art & design: creating illustrations for own stories; illustrative style of Adam de Souza. PSHE: equality; identity; resilience	Geography: physical & human geography of Kielder; maps; importance of water; Kielder Water project. History: Kielder over time; evolution of tools; development of settlements; the Agricultural Revolution; Industrial Revolution. Design & Technology: designing & building a dam. Music: musical traditions of the North East. Science: water cycle, finite resource.	PSHE: feelings and experiences linked to school, family and everyday experiences and the wider world Music: rhythm in poetry, create rhythms using instruments and experiment with writing and setting words to rhythms; explore syllabic beat and look at how this fits within the rhythms they have created and adjust lyrics accordingly where syllable beats are too many or too few. Geography: the environment; weather. Science: animals and their habitats, food chains and life cycles.	Geography: local human & physical geography, bird habitats. Science: native birds: habitats, appearance, life cycles, behaviours; classification & similarities & differences between & across species. Mathematics: collection, organisation, analysis & publication of data. Art: observational drawing from life. Music: listen & respond to music inspired by birds. Design & Technology,	History: tools, transportation, communication & governance in Ancient Greece; role of art in recording history. Art & Design: Ancient & contemporary Greek art, design, architecture. Geography: settlement, culture & society of ancient & contemporary Greece; Greek Mainland & Islands; coastal, rural & urban areas; natural resources. Design & Technology: technological developments & processes. Music: solo & ensemble performances.
Reading: Experience, Knowledge, Skills and Strategies	Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Responding to illustration & multimedia Looking at language Develop fluency	Develop personal, critical & evaluative response Form intertextual links Develop inference & deduction Make predictions Evaluate and summarise Close reading Text marking Storymapping and narrative structure	Ask, answer and evaluate questions Close reading Make predictions Evaluate & summarise Develop inference & deduction Responding to illustration & multimedia Identifying bias	Complex Code – link spelling and reading Rhythm and Rhyme Respond to illustration Develop fluency through performance Make predictions Rereading and close reading Looking at	Looking at language Visualise Empathise Ask, answer and evaluate questions Make predictions Develop fluency through inference & deduction Character comparison Make	Visualise Make predictions Evaluate and summarise Develop inference & deduction Consider distinctive tone and content of traditional tales Form intertextual links Looking at language

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	through performance	Develop fluency through performance		language Clarify and define vocabulary Develop inference and deduction Form intertextual connections. Develop personal, critical and evaluative response	personal connection	
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Non-fiction explanatory voice Verb prefixes (e.g., dis-, de-, mis-, re-) Relative clauses Pronoun to aid cohesion Commas & parenthesis to clarify Adverbials of time, place & number Adverbs or modal verbs for degrees of possibility Paragraphs to organise ideas Subheadings to aid presentation Brackets, dashes or commas to indicate parenthesis Explore levels of formality	Language of oral storytelling Synonyms & antonyms Devices to build cohesion within a paragraph Figurative language, including metaphor, simile, personification Rhetorical questioning 2 nd person address Fronted adverbial Semi-colon, colon and dash to mark clauses/in lists Hyphens to avoid ambiguity Explore levels of formality	Narrative voice Use of present tense and/or past tense Progressive form of verbs to mark actions in progress Direct Speech Devices to build cohesion within a paragraph Adverbials of time, place & number Figurative language, including metaphor, simile, personification Commas to clarify or avoid ambiguity Adverbs or modal verbs for degrees of possibility Debate, dilemma & persuasion Verb prefixes (e.g., dis-, de-, mis-, re-)	Language and word play: homophones Visual patterns in words – onset and rime Onomatopoeia, alliteration Revising complex code and consonant clusters Syllabification for spelling Figurative language including simile and metaphor Conjunctions, adverbs and prepositions to expressing time, place and cause Direct speech punctuation Compare standard English with spoken forms Pronouns to aid cohesion and avoid repetition	Punctuated direct speech Compare standard English forms and spoken forms Formation of verbs using suffixes (-ate, -ise, -ify) Adverbs or modal verbs for degrees of possibility Figurative language, including metaphor, simile, personification Devices to build cohesion Expanded verb, adverbial & noun phrases Relative clauses Wider range of punctuation to support structure & clarity Passive and active voice	Traditional tale voice Commas to clarify, or avoid ambiguity Progressive form of verbs to mark actions in progress Formation of verbs using suffixes (-ate, -ise, -ify) Brackets, dashes or commas to indicate parenthesis Explore levels of formality Adverbials of time, place & number Fronted adverbials & conjunctions in coordinating & relative clauses Devices to build cohesion within a paragraph
Extended Writing Outcome	Documentary script Research reports	Oral Storytelling Other outcomes in final sequence	Poetry Formal letters Self-initiated informational writing	Poetry in a range of forms	Information Book: Bird Encyclopaedia Writing in role: diary Mystery Genre Short Story	Newspaper article Speech writing Narrative in graphic form

Progression in fiction writing

Fiction Progression Plan

It is our aim that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understating of grammar by creating a positive approach to an increasingly wide range of text types (including fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including using a range of CLPE and Talk for Writing texts, the use of film and imagery, modelled shared and guided writing, peer conferencing and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Spaxton Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Compos	<p>Planning</p> <ul style="list-style-type: none"> Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> Jot down key words and new vocabulary Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> RE-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> Plan or say aloud what they are going to write about Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> Encapsulate what they want to say sentence by sentence Write sentences about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils RE-read to check that their writing makes sense and that verbs are used correctly and consistently <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a theme Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose of the writing and select the appropriate form Name and develop initial ideas drawing on reading and research where necessary <p>Drafting</p> <ul style="list-style-type: none"> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Plan longer passages Use a range of devices to build cohesion within and between paragraphs Consider how authors have developed character and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject agreement when using singular and plural Proof-read for spelling and punctuation errors <p>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear</p>

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Handwriting	Sit correctly at a table, holding a pencil correctly and comfortably	Sit correctly at a table, holding a pencil correctly and comfortably	Correctly form all lower-case letters	Use horizontal and diagonal strokes needed to join letters	Write legibly, fluently and with increased speed
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Formation of capitals and digits 0-9 using the correct size and orientation	Increase consistency, legibility and quality of handwriting	Choose appropriate writing style for the task
	Form capital letters	Form capital letters	Use consistent spacing between words		
	Form digits 0-9	Form digits 0-9	Begin to use diagonal and horizontal strokes to join letters		
	Understand which letters belong to which handwriting 'families' and to practise these	Understand which letters belong to which handwriting 'families' and to practise these			

Narrative – Writing to Entertain	Purpose	Types
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	Narrative types are developed throughout the school (Please see long term rolling programme)

Year Group	Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures	Nouns and verbs correct	Capital letter and full stop
Year 1	Clear beginning and end using story language e.g. Once upon a time, One day, In the end Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures Size adjectives Big, small, enormous Big, bigger, biggest Emotion adjectives Sad, angry, cross, happy Pronouns I, she, he, they Prepositions Up, down, into, out, to, onto Time references Once upon a time, one day, happily ever after	Noun Consistent Past tense Adjectives Adventurous Vocabulary	Spaces to separate words Full Stops Capital Letters for starts of sentences, Names and personal pronouns - I Exclamation Marks

<p>Year 2</p>	<p>Sentences written in chronological order indicated by time words Characters and settings are described in detail Paragraphing for a change of time and place Trigger event followed by a series of events and a conclusion Correct use of pronoun i.e. Peter and Jane, they</p>	<p>Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs Suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story starters By the next morning, one day, as soon as Story Endings In the end, at the end of the day Power of 3 He leaped from his horse, charged to the gate and raised his sword</p>	<p>Noun and noun phrase Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding er and est to show comparison of adjectives Third person</p>	<p>Full Stops Capital Letters for starts of sentences, Names and personal pronouns - I Exclamation Marks Apostrophes for contraction Possessive apostrophe for singular nouns Commas in lists</p>
<p>Year 3</p>	<p>Time and place referenced at the start of each sentence Characters are introduced and who, what, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events which are paragraphed throughout Cohesion throughout</p>	<p>Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate clauses Story language Simile and metaphor .. as small as an ant... ...strong like a bull... HE was a walking encyclopaedia Her tears were a river flowing down he face Adverbs Suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs Pushed, rushed, shoved Power of 3 He leaped from his horse, charged to the gate and raised his sword</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p>
<p>Year 4</p>	<p>Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up key events</p>	<p>Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate clauses Story language Simile and metaphor ...as small as an ant... ...strong like a bull... HE was a walking encyclopaedia Her tears were a river flowing down he face Adverbs for frequency or subtlety Often, seldom, exactly, suspiciously, craftily Conjunctions to add information Moreover, furthermore, in addition, in due course Power of 3 He leaped from his horse, charged the gate and raised his sword</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in list Commas after fronted adverbials Inverted commas if using quotations Brackets</p>

<p>Year 5</p>	<p>Opening and resolution shape the story Paragraphs varied in length and structure</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Story language Simile and metaphor ...as small as an ant... ...strong like a bull... HE was a walking encyclopaedia Her tears were a river flowing down he face Adverbs for frequency or subtlety Often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more Personification The bees played hide and seek with the flower The first rays of morning tiptoed through the field</p>	<p>More examples of Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Brackets Dashes Colons Semi-colons</p>
<p>Year 6</p>	<p>The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Story language Active and Passive They removed the ring from the drawer The ring was removed from the drawer Modifiers for intensity Insignificant amount, exceptionally, recently, evidently Repetition The boys ran and ran until they could run no more Personification The bees played hide and seek with the flower The first rays of morning tiptoed through the field</p>	<p>More examples of Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Brackets Dashes Colons Semi-colons</p>

Progression in Non-Fiction Writing

Non-Fiction Progression Plan

It is our aim that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understating of grammar by creating a positive approach to an increasingly wide range of text types (including fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including using a range of CLPE and Talk for Writing texts, the use of film and imagery, modelled shared and guided writing, peer conferencing and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Spaxton Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p>Planning</p> <ul style="list-style-type: none"> Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> Jot down key words and new vocabulary Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> RE-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> Plan or say aloud what they are going to write about Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> Encapsulate what they want to say sentence by sentence Write sentences about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils RE-read to check that their writing makes sense and that verbs are used correctly and consistently <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a theme Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose of the writing and select the appropriate form Name and develop initial ideas drawing on reading and research where necessary <p>Drafting</p> <ul style="list-style-type: none"> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Plan longer passages Use a range of devices to build cohesion within and between paragraphs Consider how authors have developed character and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject agreement when using singular and plural Proof-read for spelling and punctuation errors <p>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear</p>

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Handwriting	Sit correctly at a table, holding a pencil correctly and comfortably	Sit correctly at a table, holding a pencil correctly and comfortably	Correctly form all lower-case letters	Use horizontal and diagonal strokes needed to join letters	Write legibly, fluently and with increased speed
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Formation of capitals and digits 0-9 using the correct size and orientation	Increase consistency, legibility and quality of handwriting	Choose appropriate writing style for the task
	Form capital letters	Form capital letters	Use consistent spacing between words		
	Form digits 0-9	Form digits 0-9	Begin to use diagonal and horizontal strokes to join letters		
	Understand which letters belong to which handwriting 'families' and to practise these	Understand which letters belong to which handwriting 'families' and to practise these			

Instructions – Writing to inform	Purpose	Examples
Rules and procedures, whose aim is to ensure that something is done properly. The writing allows for the development of creativity, enquiry, evaluation, information processing, reasoning and problem solving	To tell how to make or do something To give information on how to complete a task To describe a process in chronological order	DIY manual Sewing or knitting pattern Recipe Science Experiment Instructions and packaging

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make or do something Simple sentences containing imperative verb at the start spoken and then written	Use of sentence structures	Nouns and verbs correct	Capital letter and full stop
Year 1	Title or goal List of equipment/materials Numbered steps	Use of simple sentence structures Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun I
Year 2	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrases Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding er and est to show comparisons in adjectives Third person	Full Stops Capital Letters Exclamation Marks Capital letter for start of sentence, names and personal pronouns I Apostrophes for contractions Possessive apostrophe for singular nouns Commas in lists
Year 3/4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wide range of conjunctions Correct use of simple present, present progressive	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations Brackets

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			and present perfect Fronted adverbials Implied second person	
Year 5/6	Instructions for more complex processes	Variation in sentence structures and wider range of examples of Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Recount – Writing to Inform and Entertain	Purpose	Examples
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness,	To retell events in time order To give account of an event or experience To write in chronological order	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/journal

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken, and then written	Use of sentence structures	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of events demarcating the passing of time Simple ending	Use of simple sentence structures Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrases Simple and progressive past tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding er and est to show comparisons in adjectives First and Third person	Full Stops Capital Letters Exclamation Marks Capital letter for start of sentence, names and personal pronouns I Apostrophes for contractions Possessive apostrophe for singular nouns Commas in lists
Year 3/4	Title Introduction to give a clear understanding of what the text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wide range of conjunctions	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

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	navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop description, action and feelings		Correct use of simple past, past progressive and past perfect Fronted adverbials First and Third Person	
Year 5/6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	Variation in sentence structures and wider range of examples of Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Use of modal verbs Text changes according to the text type Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

Non-chronological Report – Writing to inform		Purpose		Examples	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of creativity, enquiry, evaluation, information processing, reasoning and problem solving		To describe what things are/were like To inform the reader of a specific subject content		Topic based school project Letter Science Encyclopaedia Information Leaflet and Magazine Article	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop	
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop	Use of simple sentence structures Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun I	
Year 2	Clear introduction to classify the subject of the report Grouping information into specific paragraphs Description	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrases Simple and progressive present and past tense verbs Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding er and est to show comparisons in adjectives Third person Generalising words – many, most, some Use of technical vocabulary	Full Stops Capital Letters Exclamation Marks Capital letter for start of sentence, names and personal pronouns I Apostrophes for contractions Possessive apostrophe for singular nouns Commas in lists	

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Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wide range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and Third Person	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullet points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	Variation in sentence structures and wider range of examples of Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active Comparative sentences	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the text type Reported Speech as well as direct Speech	Brackets Dashes Colons Semi-colons

Explanation – Writing to Inform		Purpose		Examples
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of enquiry, evaluation, information processing, reasoning and problem solving		To explain how or why something happens To explain cause and effect To describe a scientific process sometimes in chronological order		Encyclopaedia entry Technical manual Science Investigation Question and Answer section
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrases Simple and progressive present tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding er and est to show comparisons in adjectives First and Third person Technical vocabulary	Full Stops Capital Letters Exclamation Marks Capital letter for start of sentence, names and personal pronouns I Apostrophes for contractions Possessive apostrophe for singular nouns Commas in lists
Year 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wide range of conjunctions Correct use of simple present, present progressive	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

‘Together we Flourish and Achieve’

	Use of subheadings to navigate the reader		and present perfect Fronted adverbials First and Third Person Standard English	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullet points enhance the organisation Description of the phenomenon is technical and accurate	Variation in sentence structures and wider range of examples of Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active Sentences are generalised to the category information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Use of modal verbs Tense changes according to the text type Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

Persuasive – Writing to Persuade and Entertain	Purpose	Examples
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving	To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrases Simple and progressive present tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding er and est to show comparisons in adjectives First and Third person Technical Vocabulary	Full Stops Capital Letters Exclamation Marks Capital letter for start of sentence, names and personal pronouns I Apostrophes for contractions Possessive apostrophe for singular nouns Commas in lists
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive Language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and Third Person Standard English	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most	Variation in sentence structures and wider range of examples of Prepositional phrases	More complex examples of: Adverbs of time Adverbs of place	Brackets Dashes Colons

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	<p>important argument</p> <p>Arguments are well-constructed</p> <p>Viewpoint of the writer is evident throughout</p>	<p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p> <p>Concession and condescension are used to impact the reader</p>	<p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Tense changes according to the text type</p> <p>Reported speech as well as direct speech</p>	<p>Semi-colons</p>
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Discursive – Writing to Discuss		Purpose		Examples
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving,		To present arguments and information from different viewpoints To show for and against		Write up a debate Newspaper article Leaflet giving balance argument Essay
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments on both sides and well constructed</p> <p>Formal language is used throughout to show a balanced view point</p>	<p>Variation in sentence structures and wider range of examples of</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Tense changes according to the text type</p> <p>Reported speech as well as direct speech</p> <p>Abstract nouns</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Progression in Grammar

Year 1 - Grammar coverage

Write a simple sentence starting with a noun/proper noun	To orally use simpleco-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an “-s”or “-es”	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “and”	Use a capital letter for “I”	Suffixes of verbs, adding “-ed” or “-ing”	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: “Alsatian” rather than “dog”
Finish the sentence with a full stop	Use connectives of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of “un-”to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: <i>I/you/we have</i> <i>he/she has</i> <i>I/you/we do</i> <i>he/she does</i> <i>I am</i> <i>you/weare</i> <i>he/she is</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my your, his, her</i>	Use question marks	Use exclamation marks
Firstperson (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in “-ly”		

Year 2 - Grammar coverage

<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i></p>	<p>Onomatopoeia</p>	
<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words(found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	

Year 3 - Grammar coverage

Formation of nouns using prefixes: <i>auto- anti- super- under-</i>	Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i>	Exaggerated language: <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in “-ch”, “-sh”, “s”, “z” or “x” by adding “-es”	Pronouns– To know the difference between the subject and object with the personal pronoun	Pronouns– Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	Verbs– Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age.</i> <i>The species has many unusual features for a feline.</i>	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs– Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	Verbs– Past perfect: “had” + past participle
Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i>	Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until although even if</i>	Pattern of three for persuasion: <i>Fun. Exciting. Adventurous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using adverbs: <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		

Year 4 - Grammar coverage

<p>Possessive apostrophes for regular singular and plural nouns</p>	<p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p>	<p>Prepositions: <i>at, underneath, since, towards, beneath, beyond</i></p>	<p>Compound nouns using hyphens</p>	<p>Repetition to persuade: <i>Fun for now, fun for life</i></p>
<p>Informal and formal language</p>	<p>Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i></p>	<p>Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i></p>	<p>Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i></p>	<p>Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.</p>
<p>Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>	<p>Specific determiners: <i>their, whose, this, that, these, those, which</i></p>	<p>Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i></p>	<p>Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i></p>	<p>A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></p>
<p>Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</p>	<p>Verbs – Past perfect continuous: "had" + past participle + "-ing"</p>	<p>Know the difference between a preposition and an adverb</p>	<p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages</p>	<p>Prefixes to give the antonym: "im-", "in-", "ir-", "il-"</p>
<p>Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"</p>	<p>Powerful verbs Find synonyms of words to up-level sentences and give a greater effect</p>	<p>Verbs – Modal verbs: <i>could, should, would</i></p>	<p>Compound sentences using all the co-ordinating conjunctions</p>	<p>Adjectives ending in "-ed": <i>frightened, scared</i>, etc.</p>
<p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>				

Year 5 - Grammar coverage

<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Brackets for parenthesis</p>	<p>Developing technical language</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p>Metaphors</p>
<p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p>Dashes for parenthesis</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p>Future tense verbs</p>	<p>Rhetorical questions</p>
<p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Commas for parenthesis</p>	<p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	<p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Onomatopoeia</p>	<p>Personification</p>
<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p>	<p>Relative pronouns: <i>who, which, that, whom, whose</i></p>	<p>Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p>Colons for play scripts and to start a list</p>	<p>Secure use of compound sentences</p>
<p>Embellishing simple sentences</p>	<p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p>		

Year 6 - Grammar coverage

<p>Informal and formal speech: <i>find out/ discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I were you...</i></p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>
<p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p>Connectives to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms: using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Rhetorical questions</p>	<p>Relative clauses</p>
<p>The difference between passive and active sentence and when to use the passive</p>	<p>Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p>Antonyms to create different effects in sentences</p>	<p>Fronted adverbials</p>	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i></p>	<p>Determiners and generalisers</p>

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				A whole sentence can be a noun phrase	
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Progression in Spelling

Transition from Phonics Programme to Spelling Content using Little Wandel Spelling programme

Year 2 Autumn 1 Phase 5 review

	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zhy/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/l/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /or/ a /ul/ o o-e /oo/ u out schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /a/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.
**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Year 2 Autumn 2 Bridge to spelling

	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

Year 2 Summer 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	<i>Review</i>	there/their/ they're

Year 2 Summer 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	<i>Review</i>	blue/blew
Week 5				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'igh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-ion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ai' and tetragraph 'igh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disapprove, disapprove, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chase	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /j/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'iy' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'ie'	Step 27: Words ending in '-que' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, mispel, misplace, misread, mistrust, misunderstanding, misuse, mislead	obey, opney, grey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, dumbly, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'ac' makes a /k/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, fortically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, gate, mane, groan, mist, meat	truly, shyly, fully, duly, shyly, wholly, dryly, coyly, happily, daily	ball, bowl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bowl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-ious' and '-lous'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'le' from the root word remains	Step 19: Words with 'le' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, inreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, lustuous, malicious, precious, spacious, suspicious	abundance, abundance, brilliance, dominance, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar; aisle, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'ter'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, tough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, departs, disastrous, interferes, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix 'over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrew, overtired, overtuned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	balet, blizzard, bungalow, essai, gymkhana, hoist, origin, pyjamas, restaurant, veranda	feasible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cia'/'shu' after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determine, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tia'	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, tonorial	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc-'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accord, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

Progression in Handwriting

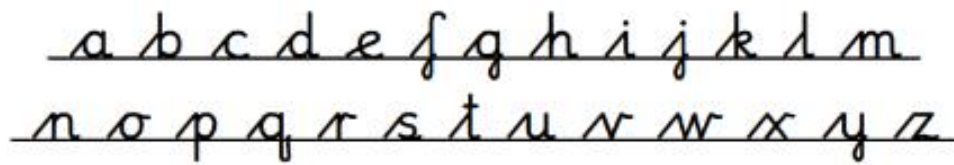
At Spaxton CofE Primary School we believe that handwriting and presentation should have a high importance with the children. AS a school we follow:

EYFS – learn to form the letters accurately and consistently following the Little Wandle rhymes.

Year 1 – When the children have achieved the previous step, they will add the lead in joins to the letters in preparation for cursive writing.

From Year 2, the majority of children will be following the Debbie Hepplewhite scheme that we use in school with a modified F as per school policy.

Introduction to the Debbie Hepplewhite method of teaching fully joined handwriting



This fully joined handwriting style and the method of teaching are suitable and successful for **any age** (from around six years old). The style is designed by Debbie Hepplewhite specifically for *teaching purposes* and it works exceptionally well to provide a *fresh start* in joined handwriting for older pupils. The *diagonal line* joins soften as the writer becomes increasingly fluent. The style is taught as separate letters at first – not letter strings – and all the letters with their diagonal lead-in joins are taught to proficiency and automaticity before starting to join the letters into words. It is preferable to provide opportunities for intensive **daily** practice rather than, for example, a pace of one lesson per week.

Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. A joined handwriting style links kinaesthetic 'muscle memory' with the relationship between the sounds of our speech and the letter shapes, letter groupings and whole written words. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work.

Pencil or pen hold - and posture

Teach the traditional **tripod** pencil grip. For younger learners, make this skill child-friendly by saying, "Put your froggy legs [thumb and forefinger] on the bottom of the painted part of the pencil [not on the cone-shaped end part] with the pencil across the frog's back [back of the hand], then put the log under the frog" [middle finger supporting the pencil to complete the tripod grip].

Emphasise the need for good sitting posture. The writing hand should rest lightly on the paper *below the words being written* so that the words are not obscured. The paper may be tilted slightly to the right (for right-handers) or to the left (for left-handers) to increase comfort. The spare hand keeps the paper secure.

Handwriting style

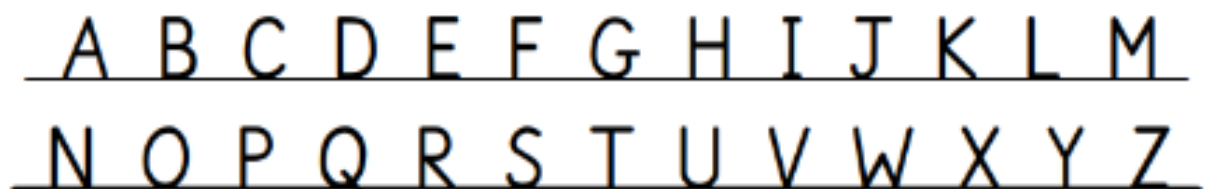
The style is an all-joined style with two main joins – a **diagonal join** which starts with the pencil point, or pen, on the writing line and a **washing line join** (or smile join). The descenders of letters **f**, **g**, **j** and **y** "...go straight down through the writing line with a thin loop..." and continue to form the beginning of the diagonal join to the following letter. The diagonal join and washing line join (or **smile** join) need to be adjusted for writing the letter **e**.

Demonstrate the two main joins by drawing two separate squares sitting on a writing line to just less than 'half height' of the space between two writing lines. In one square draw a straight line from the bottom left corner to the top right corner to form the **diagonal line join**. In the other square, draw a curved line from the top left corner to the top right corner to form the **washing line join** (or smile join).

The joins are very important for spacing letters evenly and learners need to understand that there must be a clear 'join' between all the letter shapes. Learners are taught to think carefully about which part of each letter is **the letter shape** and which part of the letter is **the join**. At first, all lower case letters are taught as discrete (separate) shapes starting with the pencil point 'on the [writing] line' to form the diagonal lead-in stroke or *leader* [see the examples below]. A lead-in stroke at the beginning of every word in lower case is considered to be very **dyslexia-friendly**. This style is not taught by writing any long letter strings of the same letter.

Not only are learners taught to form each individual letter shape to fluency, they are also taught to think carefully about the letters they write and the join **each letter needs in whole words**. This engagement with the mechanics of the writing style instead of just mindlessly copying strings of letter shapes and words results in learners **proceeding rapidly to joining any words they wish to write independently**. Some learners may be able to convert to this style almost immediately.

All upper case, or capital, letters are simple *print* letter shapes which do not join other letters. Teach that capital letters start 'from the top' or 'in the air' - that is, from just below the upper writing line (dependent upon the spacing between lines). When writing a whole word which requires a capital letter at the beginning, a small space is left after the capital letter and the second [lower case] letter starts 'on the line' and all subsequent letters in the word are joined.



The order of teaching the lower case letter shapes

It is important to teach the letters which start like the letter *c* to fluency before the other letters. Teach, "Start on the line, diagonal join to half height, then hook over, back and round" for the letter *c*. For the subsequent letters which start like *c*, describe and model how to, "...catch the hook...". After the letters *a, e, n, m, x* which all end with washing line joins, an extra 'hook over' needs to be added to them form the **c group** of letters *c, a, d, s, g, o, q*.

<i>c</i>	<i>a</i>	<i>d</i>	<i>s</i>	<i>g</i>	<i>o</i>	<i>qu</i>	<i>f</i>
<i>l</i>	<i>t</i>		<i>h</i>	<i>b</i>	<i>k</i>		<i>e</i>
<i>r</i>	<i>n</i>	<i>m</i>	<i>p</i>		<i>i</i>	<i>j</i>	
<i>u</i>	<i>y</i>		<i>v</i>	<i>w</i>	<i>x</i>		<i>z</i>

For the full 'patter' for forming the letters, see the pdf:
 Suggested 'patter' for the Debbie Hepplewhite method
 of teaching fully joined handwriting.

Impact and Assessment

Staff assess pupils learning during and as part of every session, their practice is adapted accordingly to suit the needs and abilities of their class.

Formal assessments of writing are carried out in both Key Stage 1 and 2 termly. The results are analysed and inform next steps in learning, target setting for children and teacher's future planning.

Writing is assessed using the National Curriculum descriptors, using Somerset agreed writing assessment grids.

Children's writing progress is discussed with parents and carers at parent and carer meetings in the Autumn and Spring term. A full written report is sent to parents and carers in the Summer term. However, teachers keep parents and carers regularly updated through informal processes.

All staff attend moderation sessions within school, moderation occurs with in local schools across the year.

Children's progress in English which is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as teacher assessment. At the end of Year 6 Key Stage 2 SATS and teacher assessment.

Writing is regularly monitored by the English Lead. The headteacher and SENDCo hold termly pupil progress meetings with teachers. Areas for development lead into staff training, interventions and the school SEF, development plan and performance management.

Inclusion

At Spaxton we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.

