



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Literacy Policy

Aim of Education within Newall Green Primary School

Document Control	
Title	Literacy Policy
Date	Sept 23
Supersedes	Version 1
Amendments	Combines Handwriting policy
Related Policies/Guidance	EYFS teaching policy Marking policy
Review	3 year 2025 (or sooner if changes in curriculum)

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Writing

Intent

It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Throughout their time at Newall Green Primary School, children develop these skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

Our aim is to create writers who:

- have the ability to write with fluency and develop an author's voice
- can write for a particular purpose and intended audience
- can understand how language works by looking at its patterns, structures and origins
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- display excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- re-reads, edits and improves their writing so every piece of writing they produce is their very best and even better than the last.
- can write with fluent and legible joined handwriting.

Implementation

The focus in our literacy teaching at Newall Green Primary School, is to provide high quality literacy lessons which promote outstanding progress and the children's love for learning.

We dedicate 60 minutes a day to developing writing skills so that teachers can identify areas for skills development and adjust their teaching appropriately. We bring handwriting, Spelling, Punctuation and Grammar (SPAG) and contextual features together to develop children's writing skills.

We plan activities where pupils:

- Integrate prior and new knowledge acquired and use a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures
- Use questions as a tool for learning. Effective questioning models how learning evolves. Appropriately designed questions lead pupils from unsorted knowledge to understanding, teaching pupils how to use them for effective learning.
- Use a wide variety of materials to enable every pupil to access the planned learning experience and to achieve the planned teaching and learning objectives. We give pupils the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- Build confidence and self-esteem, and enable themselves to become effective language users by:
 - sharing teaching and learning objectives and clarifying expected outcomes in a language that pupils can understand and teaching children to self-monitor.

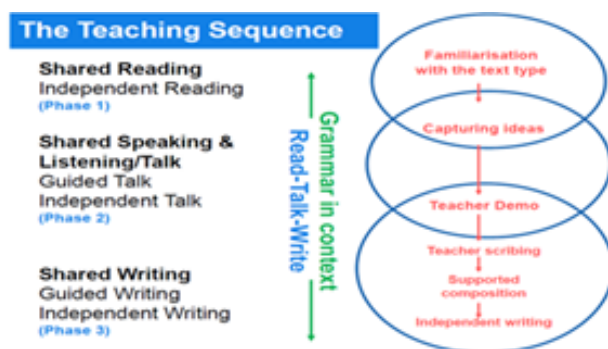
- effective use of the plenary, enabling children to demonstrate their knowledge, understanding and process of learning orally as well as by writing.
- encouraging children to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time.
- Experience an environment where all children can make progress.
- Develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.
- Any barriers to learning are swiftly identified and steps taken to remove them.

Writing Lesson Structure

Children within Newall Green Primary School are taught to plan, draft, revise, edit, evaluate and publish their writing. Each of the elements is important in the production of a finished piece of writing. Effective teaching will often focus on particular aspects of this process, e.g. planning a story, an explanation, an argument, or revising a draft to change or improve it. At regular intervals, all children should have experience of developing a piece of writing through the whole process.

Planning will follow a four-phase cycle. Phase one will introduce the text to the children through a hook and they will generate ideas. Phase two will consist of SPaG lessons related to the end product, planning and drafting work. In phase three, children edit and uplevel their work, before finally publishing in phase four to celebrate their work.

Using the following Teaching sequence



It is important that children Master the process of writing. Many children find independent writing a struggle because they are faced with too many hard things to do at once. They have to plan what they will write, think of which words and sentences to write, work out the spellings and transcribe it all on to the page. Often, most of their attention is taken up by spelling and scribing, leaving little mental space to think about the compositional aspects of their writing. Within the classroom, writing situations are creative and engaging and emphasise to the children the purpose of writing and provides them with the opportunity to write in a variety of genres and for different purposes and audiences.

Shared Writing

We use shared writing as it is a powerful teaching strategy and the principal means of teaching. We plan that shared writing is continued into purposeful writing tasks through which children apply their new learning. We do this because it allows teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing e.g. through imitation and innovation in the early stages to understanding and using underlying structures and principles towards the end of Key Stage 2;

- scaffold some aspects of writing, e.g. the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting;
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply in their own work; Introduction and rationale.
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.
- When we plan for shared writing we make sure that we;
- agree how the audience and purpose of the writing task will determine the structure, grammatical features and content;
- use the specific objectives from the text, sentence or word level work;
- rehearse sentences before writing them down. (In this way pupils are more likely to learn how to compose in sentences. This habit can also help pupils to 'get it right' first time as sentences are orally revised before being committed to the page.);
- encourage the automatic use of basic punctuation;
- constantly and cumulatively reread to gain a flow from one sentence into another – as well as checking for possible improvements or errors;
- discuss and explain why one decision might be preferable to another;
- pause during the writing to focus discussion upon the specific objective but, otherwise, move the rest of the composition on quickly so that pupils' attention is not lost;
- take suggestions from pupils who will make effective contributions, but also ask pupils who may struggle, in order to check misconceptions and provide further opportunities for explanation. These pupils should be specifically checked up on when they are using dry-wipe boards to assure the quality of their writing. Where a small group remains uncertain they may be targeted as a guided group;
- make the occasional deliberate error to hold pupils' attention and focus on common errors or an error related to the specific objective being taught.
- clearly focused upon one or two specific teaching objectives at sentence and text level;

Shared writing sessions are used to scaffold independent writing in a number of ways, for example by providing:

- ✓ a worked-out plan for children to write to. This might be a story but could be a non-fiction plan linked to one of the six main text types and related to work in other subjects;
- ✓ writing tasks for children to complete or 'infill' in a partially worked text;
- ✓ an outline in note form or as a flow chart for children to expand in full prose;
- ✓ a clear narrative ending or punch line, with known steps towards it, to be retold to create tension or surprise;
- ✓ a basic text to be elaborated by vocabulary changes and the addition of appropriate phrases, e.g. to create anticipation and interest for a reader;
- ✓ a series of statements or sentences to be joined into a cohesive whole text;
- ✓ a text to change, by altering its purpose or audience, e.g. changing a recount to a procedure or altering a first-person diary to a third person narrative.

Guided Writing

We use guided writing to

- ✓ support children in planning and drafting their own work
- ✓ to revise and edit work in progress
- ✓ to provide differentiated support for particular groups.

Because of the constraints of time, guided writing cannot always be used as a stepping stone into independent writing. However, most children should be able to manage the transition from shared to independent writing so long as the shared writing is carefully planned to provide the necessary support.

Independent Writing

Independent writing is planned for so that it is focused and challenging. Careful planning allows a flow from whole class work in shared writing and be scaffolded at different levels according to children's needs. Teaching Assistants may be used to reinforce the skills needed to complete the task but the aim is for the child to be as independent as possible.

Teacher's divide their time between guided group work and general supervision of work by others. The more focused and structured nature of this kind of writing gives children more control and success in writing and enables the teacher to monitor and support more effectively. The plenary session at the end of the lesson is an opportunity to reflect on what has been learned over a whole cycle of work from shared through to independent working. As children become more familiar and successful in these relatively scaffolded independent tasks, the props can be removed and the teacher will monitor the rate and sequence of the process.

Planning

- Spelling is taught in Key stage 1 and 2, in line with the objectives in the new curriculum, and utilising the RWI scheme in EYFS and Ks1 and then Using the RWI Spelling programme from Year 2 to 6.
- Punctuation and grammar are taught every week during literacy lessons either as lesson starters or as dedicated lessons linked to the end product.
- Children are taught and encouraged to use the correct grammatical terminology from Key stage 1 onwards.
- Teachers plan a range of genre writing opportunities following the NGPS English Lesson – Planned Writing Opportunities Document. [See Appendix 6]
- Flashback 4 taught daily at the start of each lesson – there will be two SPaG based question, a picture to be described orally developing vocabulary and SPaG understanding, and a dictation sentence which should be completed on RWI handwriting paper for Years 1-4 or on Bubble Handwriting Sheets in Years 5 & 6.
- At the beginning of each academic year, classes will spend two weeks recapping the previous years SPaG objectives to remind them of what should already be embedded. This will help to inform future planning for each class and re-establishes expectations before starting writing units.

Handwriting

Handwriting is taught either to the whole class or to a group/individual dependent upon the individual learners need. Handwriting is an integral part of good presentation skills and for this reason our pupils are challenged by the teacher to produce a good, well presented end product.

Foundation Stage

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting. They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes. Children are introduced to patterns which build on the three basic letter shapes (l, c and r). They make patterns using a variety of media and activities. Dexterity is developed through these activities. A variety of activities are available for the children to encourage practising writing through play with a variety of writing tools and surfaces. Children are introduced to paper and then lined paper for writing letters on. Handwriting will be taught formally when a child is ready using the Read Write Inc approach of picture mnemonics.

Read Write Inc Handwriting Stages

Handwriting is taught in stages linked to the Read Write Inc storybook levels. There are 3 stages from 1 to 3 and picture

Mnemonics are used throughout the process. The letters are grouped for formation and then when the letters are formed correctly they are grouped for size and position.

See Appendix 2

Left-handed children

At least 10 percent of the population is left-handed – a slightly higher proportion are males. Writing from left to right is more difficult for left-handed children. All of the activities for developing letter formation are modelled specifically for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work.

Resources

Younger children may practise writing on a variety of lined paper as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use the RWI handwriting paper for Years 1-4 or on Bubble Handwriting Sheets in Years 5 & 6 to practise their handwriting. All handwriting work is stored in a folder in the child's tray and is regularly monitored by the teacher. Handwriting Hero certificates are awarded on a weekly basis to an individual from each class that has shown an improvement in their ability. There will be a minimum of 2 teacher-led handwriting sessions per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child writes on a certificate which they then take to a member of senior management to confirm they can be awarded a handwriting licence. They are also given a certificate.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Impact

Through our very carefully planned and sequenced writing curriculum, pupils at Newall Green Primary School will make good progress from their own personal starting points. The impact on our children is that they have the knowledge and skills to be able to write successfully for a specific purpose and real audience.

By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate

language, grammar and punctuation to maximise the effect on their readers. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond

Assessment

- Children will complete a Cold Write four times a year to inform the future planning for each class. They will be completed in first week of September and then at the end of each term. The same picture stimulus is used throughout school for each Cold Write. The writing needs to be read and marked using the whole class feedback sheet (Appendix 5). From this, class targets can be ascertained and displayed on working walls, to be referred to throughout the next unit. Teachers should use the initial Cold Write to identify handwriting needs for their class and where the starting point for each individual should be.
- Children's work is assessed on an ongoing basis.
- Each day, the children's literacy work is assessed either via teacher feedback (verbal or written), peer marking or self-marking.
- At the end of each unit, the children's work is hard marked using pink and green highlighters.
- Specific feedback is given based on the children's writing targets, in order to help them to improve.
- Formal assessment is undertaken on a half termly basis from Year 1 -6 (see Appendix 3 for Assessment grids)
- Each year group has a set of non-negotiables in which children are encouraged to use in their writing. (See Appendix 4)

Monitoring

We will continue to monitor the effectiveness of our curriculum through:

- Regular learning walks to observe lessons
- Book Scrutiny
- Moderation of Assessments
- Analysis of data and identification of any trends
- Half-termly pupil progress meetings to follow up the analysis of data
- Pupil voice, habits and behaviours

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Reading

Intent

At Newall Green Primary School, we aim to make all of our pupils 'readers,' this means they are able to read confidently, understanding the text for a range of purposes including reading for pleasure. We aim to nurture a life-long love of literature. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life.

Our children have access to a wide range of high-level texts which challenge their knowledge and understanding of vocabulary. We aim for them to have an independence in learning, as well as a critical awareness and appreciation of varied reading texts, some of which should link to the core and non-core subjects. We map out which books are to be read in which year group and we also use a mixture of a reading scheme and free reading to develop children's love of books.

Implementation

We make sure that the classrooms promote interest, independence and enthusiasm for reading through a number of strategies:

- Inviting reading areas
- Spotlight Authors
- Half-termly Favourite Five in each class each half term.
- Library visits (in school and external)
- World Book Day
- Dedicated daily Storytime
- Whole class reading activities
- Visiting and Online Author Visits

Our Reading curriculum follows the National Curriculum and is comprised of three main components:

- Word reading
- Comprehension skills
- Reading for pleasure

Through these aspects, children have the opportunity to explore a range of rich, high quality fiction, non-fiction and poetry from a diverse range of authors. Access to these texts allow our children to build upon their knowledge and understanding and be able to apply this in other areas of the curriculum. Meaningful, cross-curricular links between texts, topics and skills of Reading enhance the subject for pupils. The reference to and exploration of this high-quality literature supports children in their reading comprehension and knowledge of vocabulary. For example, Year 3 learn about the Stone Age in History, therefore use a selection of texts in Literacy and Guided Reading based on the same topic (such as 'Stone Age Boy' by Satoshi Kitamura) so that children can improve and apply their knowledge and understanding. The understanding of vocabulary is intrinsic to being able to comprehend what is being read, so it is woven through our curriculum and taught explicitly in our Guided Reading sessions.

The Teaching of Phonics at Newall Green Primary School

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar

- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Once children complete the Read Write Inc. Phonics programme they are taught following the approach outlined in the section "Reading in Key Stage 2"

Phonics Assessment

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to the correct Read Write Inc. Phonics groups. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test [NFER] from Spring Year 1 onwards. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress. Pupils who are making slower progress usually complete the programme by the end of Year 2.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

For those on the Read Write Inc. Spelling programme, pupil progress is assessed through six practice tests and an end of year test. These tests inform planning and any additional support needed. A tracker is used to collate individual pupil progress.

Special Educational Needs:

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an Additional Language they are taught Read Write Inc. Phonics until they too catch up with their peers.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

Children with SEN and EAL also use Reading Eggs as an additional Reading intervention.

Homework

Pupils take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take a Book Bag book that is new to them but has the same sounds that they are reading in their Read Write Inc lesson. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

Children with a Reading Eggs log in are also encouraged to log on from home.

Parent/Carer Involvement

We encourage children to continue their learning at home through the reading books that are sent home and the virtual classroom.

Teaching Reading in KS2

In Key Stage Two, children who still require phonics teaching continue to progress through the levels of RWI following the RWI reading lesson structure. Those children who have completed the phonics programme Access whole class Guided Reading Sessions. These Guided Reading sessions have a clear focus on the key skills and strategies needed to create competent readers in our children.

KS2 Reading Vipers

VIPERS is an acronym that stands for the six main aspects of reading that children need to learn and be confident in, in order to improve their comprehension of different texts. These aspects do not include building fluency and being able to decode the word of a text, as these are skills that should already be learned before being able to independently access the following skills:

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



This acronym pairs up with the six reading content domains that form part of the National Reading Curriculum. As such, teachers are able to accurately track the teaching of these skills whilst being able to assess a child's progress in each. If children are aware of the skills that they are learning, then they will be able to provide responses that are more in depth and show deeper understanding. VIPERS is visible in each classroom and Guided Reading sessions focus on these skills daily. Here is an overview of which skills in the acronyms match which KS2 content domains, although there can be some overlap:

KS2 Content Domains	VIPERS
2a Give/explain the meaning of words in context	Vocabulary
2b Retrieve and record information/identify key details from fiction and non-fiction	Retrieve
2c Summarise main ideas from more than one paragraph	Summarise
2d Make inferences from the text/explain and justify inferences with evidence from the text	Infer
2e Predict what might happen from details stated or implied	Predict
Identify /explain how information/narrative content is related and contributes to meaning as a whole	Explain
Identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h Make comparisons within a text	Explain

Whole class guided reading

Reading takes place five times a week, in dedicated 30-minute sessions. These sessions incorporate a combination of

guided, whole class, independent and shared reading. The structure of each whole class reading unit is as follows:

1. Introduction to the text.
2. Vocabulary check.
3. Reading strategy check.
4. Modelled and pupil reading.
5. Main activity (which can be differentiated).
6. Return and respond to the text.

In upper KS2, children are guided through ways of developing reading strategies and responding to the text by expanding upon the following skills:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)
- Stamina skills (being exposed to speed/stamina reads which are timed and then linked to reading comprehension)

High quality texts –KS2 reading scheme

- By year 6, children should be reading dark red and black books, in order to have good reading skills and be exposed to genres and vocabulary which they may encounter in test papers. Once these are completed, children will complete the Year 6 Free Readers set of books. The expectation in Years 5 and 6 is that once a book is read, a book review is completed and much like our pen licence scheme, a certificate is awarded for completing the book, with a prize being issued for completing the series. Any children having difficulty reading texts will be supported via 1:1 reading and methods mentioned earlier.
- The aim of the above scheme and approaches to tackling reading at NGPS is to provide a greater variety of texts which are studied in a way which allows for more depth, choice and enjoyment. We intend to encourage and support our children on their path to becoming independent, fluent readers, thus standing them in good stead for their adult lives.

Home reading in KS2

- Children read a reading book based on their reading level each evening (if possible) – reward system established to encourage this.
- Books are changed regularly
- Record of the books is kept in the home/school diaries.

In class reading

- 1:1 reading takes place regularly with targeted children.
- Records kept in Reading Class File
- Reading Eggs used with SEN and EAL children to give each child a personalised learning programme that introduces children to new reading material and promotes skill development.
- Programmes such as Lexia and Reading Eggs used to 'catch up' reading skills.

Impact

EYFS AND KS1

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The Reading Leader works with all the staff to ensure that this happens.

In particular they monitor the quality of teaching and provide coaching for staff (teachers and teaching assistants). The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, aiming for all pupils to complete the programme by the end of Term 2 Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress - ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through practice sessions, coaching/ observation and face-to- face feedback).

They can give this support every day because they do not teach a group them self. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

In Key Stage 2

In Years 3, 4 and 5, children who have completed the RWI programme are assessed termly using NFER assessments. Whilst these results aren't recorded nationally, they are used by us to assess children's progress throughout the year.

The class teachers use the results of these to choose the appropriate colour band home reading book and the gaps in performance are used to plan future reading lessons.

In Year 6 Pupils take past SATs papers throughout the year and take their end of Key Stage Two SATs tests, which includes a Reading paper taken in more formal conditions. Papers are marked externally and results are given before the children leave to go to secondary school.

Monitoring progress

- NFER tests used to identify the gaps
- Reading sessions are planned to teach specific skills.
- Reading records are kept so that genres and levels can be monitored.
- The Book Bands Guidance[Appendix – 1] is used along with the NFER tests and Teacher ongoing assessment to move children on in the colour band system.

Reading files

- Each class teacher has a reading file to allow for adequate monitoring of reading. The contents are as follows:
- Records of 1:1 reading
- NFER test analysis
- Records of children who did not pass their phonics test in KS1 with evidence of extra support put in place
- Guided reading objectives covered
- Whole class guided reading planning
- Records of Colour bands.

Monitoring

We will continue to monitor the effectiveness of our curriculum through:

- Regular learning walks to observe lessons
- Analysis of data and identification of any trends
- Half-termly pupil progress meetings to follow up the analysis of data
- Pupil voice, habits and behaviour

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Oracy

Intent

At Newall Green Primary School we believe that talk is integral to learning. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy bridges the gap between learning to talk and learning through talk, allowing our students to develop into confident speakers and thinkers. Our oracy curriculum is designed to give students a rich language experience, giving them valuable experience in listening, and

giving them confidence and to see the world in a new way. It is also designed to develop skills for the future to help students progress regardless of their background or starting point.

Oracy skills are evident across all areas where students are encouraged to critically think, explore ideas through discussion and share their ideas, knowing their voices are valued; they can challenge each other's opinions and develop their own justified arguments, delivering them using full sentences confidently and clearly.

Implementation

The explicit teaching of oracy skills are embedded into lessons across the curriculum through games and activities. The skills that the children are taught will progress throughout their time at Newall Green and focus on: - Linguistic skills - knowing which words and phrases to use, and using them. Physical skills - making yourself heard, using your voice and body as an instrument. Cognitive - the deliberate application of thought to what you're saying. Social and emotional skills - engaging with the people around you; knowing you have the right to speak.

Children are assessed using the Wellcomm Speech and Language Toolkit and these outcomes are then used to target specific children.

Impact

At Newall Green Primary School we are working hard to provide a high-quality oracy education that empowers students, regardless of their background, to find their voice for success in school and in life. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence.

We want every child at Newall Green Primary School to find their voice.

The impact of oracy teaching is measured through:

- Wellcomm Speech and Language Toolkit
- Pupil voice
- Lesson observations
- Formative assessments

Appendix 1

Book Bands KS2

Updated Nov23

White	<u>Year 2 Summer 1</u>
Lime	<u>Year 2 Summer 2 – Year 3 Autumn 1</u>
Brown	<u>Year 3 Autumn 2 – Year 3 Spring 2</u>
Grey	<u>Year 3 Summer 1 – Year 4 Autumn 2</u>
Dark Blue	<u>Year 4 Spring 1- Year 5 Autumn 2</u>
Red	<u>Year 5 Spring 1 – Year 5 Summer 2</u>
Black	<u>Year 6 Autumn 1 – Year 6 Spring 1</u>
Classic Novels	

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Reception	Set 1 Sounds	Set 1 Sounds and Blending	Ditty Reading	RWI Red	RWI Green and set 2	RWI Green or Purple
Yr 1 Expected	RWI Purple Some Set 2 sounds	RWI Pink All Set 2 1-	RWI Orange Some Set 3	RWI Yellow 1=	RWI Yellow All Set 3	RWI Yellow/ Blue 1+
Yr 2 Expected	RWI Blue	RWI Blue 2-	RWI Grey	RWI Grey 2=	White	Lime 2+
Yr 3 Expected	Lime	Brown 3-	Brown	Brown 3=	Grey	Grey 3+
Yr 4 Expected	Grey	Grey 4-	Dark Blue	Dark Blue 4=	Dark Blue	Dark Blue 4+
Yr 5 Expected	Dark Blue	Dark Blue 5-	Dark Red	Dark Red 5=	Dark Red	Dark Red 5+
Yr 6 Expected	Black	Black 6-	Black	Classic Novels 6=	Classic Novels	Classic Novels 6+

Appendix 2

Handwriting

There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day.

We make the *physical* process of writing – handwriting – enjoyable from the start, so children see themselves as ‘writers’. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

Please don’t ask children to copy letters or words. We need their attention to be focused on their own formation of letters and joins.

Please ensure you allow 5 to 10 minutes for every handwriting session marked on the timetable.

There are three handwriting stages.

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online ‘checklists’ for each letter are in the Handwriting files in *Read Write Inc. Phonics* Online.

Stage 1a: Children practise correct letter formation.

Stage 1b: Children learn where to place the letters on the writing line.

Stage 2

These lessons are taught while children read the Yellow, Blue and Grey Storybooks. The online ‘checklists’ for each letter are in the Handwriting files in *Read Write Inc. Phonics* Online.

Children learn a mature style of writing that will lead to joined-up writing.

Read Write Inc. Phonics Online

Stage 3

These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online ‘checklists’ for each letter are in the Handwriting files in *Read Write Inc. Phonics* Online.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

Appendix 3

KS1 Writing assessment sheets

Children's Sheet

Writing Stage 0

Name:		Class:	Year:	E O Y	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:								
N2+ (R baseline)										
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.										
Write some or all of their name.										
Write some letters accurately.										
R – (Emerging within the R curriculum)										
Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge.										
Write initial sounds with correct grapheme.										
Spell some CVC words correctly.										
R = (Developing within the R curriculum)										
Write labels and captions.										
Attempt to write a short sentence/phrase.										
Begin to re-read what they have written to check that it makes sense.										
Begin to use capital letters and full stops (may not be consistent).										
Continue using phonic knowledge to spell words.										
Spell some 'red' words correctly e.g. the, to, my, of, I										
R+ Early Learning Goal										
Write recognisable letters, most of which are correctly formed.										
Spell words by identifying sounds in them and representing the sounds with a letter or letters.										
Write simple phrases and sentences that can be read by others.										
<p><i>The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement.</i></p>										

You will need to make a best fit judgement when deciding on a child's level. Please speak to Early Years colleagues for advice.

Writing Assessment Sheet

Year 1

Name	Class	Year
Content from Previous Years	Write recognisable letters, most of which are correctly formed.	
	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
	Write simple phrases and sentences that can be read by others.	

	Start level:	Target level:	End level:	EOY	A1	A2	SP1	SP2	S1	S2
Features of writing	Sequences sentences to form short narratives.									
	Leaves spaces between words.									
	Joins words and joins clauses using and.									
Punctuation	Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.									
	Uses a capital letter for names of people, places, the days of the week and the personal pronoun “I”.									
Spelling	Uses words containing each of the 40+ phonemes already taught.									
	Uses common exception words.									
	Knows the days of the week.									
	Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Eg words ending in ch, sh, x add -es.									
	Uses the prefix un.									
	Uses -ing, -ed, -er and -est where no change is needed in the spelling of the root words.									
	Applies simple spelling rules and guidance as listed in the English Appendix.									
Handwriting	Sits correctly at a table and holds a pencil comfortably and correctly.									
	Begins to form lower- case letters in the correct direction, starting and finishing in the right place.									
	Forms capital letters.									
	Forms digits 0-9									
	Understands which letters belong to which handwriting ‘families’ and practises these.									
Level										

1-	1=	1+	1M
5	8	12	16+ secure in all areas

Writing Assessment Sheet

Year 2

Name		Class	Year
Content from Previous Years	Sequences sentences to form short narratives.		
	Leaves spaces between words.		
	Joins words and joins clauses using and.		
	Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		
	Uses a capital letter for names of people, places, the days of the week and the personal pronoun "I".		

	Start level:	Target level:	End level:	EOY	A1	A2	SP1	SP2	S1	S2
Features of writing	Writes narratives [real or fictional], writes about real events, writes poetry and writes for different purposes.									
	Sentences with different forms: statements, questions, exclamations and commands.									
	Uses expanded noun phrases. [adjectives]									
	Uses the present and past tenses correctly and consistently including the progressive form.									
	Uses subordinating [when, if, that, because] and co-ordinating conjunctions [or, and, but]									
Punctuation	Uses full stops *									
	Uses capital letters									
	Uses Exclamation Marks									
	Uses Question Marks									
	Uses commas for lists									
	Uses apostrophes for contracted forms									
	Uses apostrophes for possessive [singular]									
Spelling	Segments spoken words into phonemes and represents these by graphemes.									
	Learns new ways of spelling phonemes for which one or more spellings are already known. [Including homophones]									
	Spells common exception words.									
	Uses words with contracted forms.									
	Uses the apostrophe for possession.									
	Uses suffixes -ment, -ness, -ful, -less, -ly									
	Applies spelling rules as listed in the English Appendix.									
Handwriting	Forms lower case letters of the correct size relative to one another.									
	Uses some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.									
	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.									
	Uses spacing between words that reflects the size of the letters.									
Level										

2-	2=	2+	2M
7	10	14	17 secure in all areas

* One mark for punctuation when the child is using 5 or more punctuation elements.

Name	Class	Year
Content from Baseline	Joins words and joins clauses using co-ordination and beginning to use subordination.	
	Punctuates sentences using a capital letter and full stop, question mark or exclamation mark.	
	Uses capital letters for names of people, places, the days of the week and the personal pronoun 'I'.	
	Uses expanded noun phrases.	
	Uses tense accurately.	
	Uses different sentence forms.	

	Start level:	Target level:	End level:	EO	A1	A2	SP1	SP2	S1	S2
Features of writing	Begin to use more ambitious vocabulary.									
	Organises paragraphs around a theme.									
	Creates settings, characters and plot in narratives.									
	Uses simple organisational devices (eg. headings and sub-headings in non-narratives).									
	Extends the range of sentences with more than one clause by using subordinate clauses and conjunctions (when, if, after, before, until, as).									
	Continues to develop independent use of expanded noun phrases.									
	Chooses nouns or pronouns appropriately.									
	Uses conjunctions, adverbs and prepositions to express time and cause.									
	Defines the following grammar terms: preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech.									
Punctuation	Uses full stops, capital letters, exclamation marks, question marks.									
	Uses inverted commas.									
	Uses fronted adverbials.									
	Use commas in a list.									
	Uses apostrophes for contracted forms and the possessive singular and plural.									
Spelling	Uses prefixes (re-, dis-, super-, auto-) and suffixes (-ful, -ness, -ly, -less) and understands how to add them.									
	Spells homophones and near homophones (see Stage 3 RWI Spelling)									
	Spells at least half of the Year 3 / 4 Spelling list words correctly.									
	Places the possessive apostrophe accurately in words with regular and irregular plurals.									
Handwriting	Develops using some of the diagonal and horizontal strokes needed to join letters.									
	Understands which letters, when adjacent to one another, are best left unjoined.									
	Begins to increase the legibility, consistency and quality of handwriting.									
Editing	Reads their own writing aloud using appropriate intonation and volume.									
	Begins to proofread for spelling and punctuation errors.									
	Begins to suggest improvements for their own and peers’ writing.									
Level										

3-	3=	3+	3M
7	13	19	24 secure in all areas

Writing Assessment

Writing Year 4

Name	Class	Year
Content from Previous	Joins words and joins clauses using subordination and co-ordination.	
	Punctuates sentences using a capital letter and full stop, question mark or exclamation mark.	
	Uses capital letters for proper nouns, the days and months and the personal pronoun 'I'.	
	Uses expanded noun phrases.	
	Use commas in a list.	
	Uses different sentence forms.	
	Uses inverted commas to punctuate direct speech.	
	Uses adjectives, adverbs, prepositions (including phrases) and conjunctions appropriately.	

	Start level:	Target level:	End level:	EO	A1	A2	SP1	SP2	S1	S2
Features of writing	Uses a varied and rich vocabulary.									
	Organises paragraphs around a theme.									
	Creates and describes settings, characters and plot in narratives.									
	Understands when to use simple organisational devices (eg. headings and sub-headings in non-narratives).									
	Extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.									
	Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.									
	Uses the present perfect form of verbs.									
	Chooses nouns or pronouns appropriately.									
	Uses conjunctions, adverbs and prepositions to express time and cause.									
	Defines previously taught grammar terms confidently as well as: determiner, adverbial, pronoun, possessive pronoun.									
Punctuation	Uses full stops, capital letters, exclamation marks, question marks independently.									
	Uses inverted commas and a range of punctuation accurately to indicate direct speech.									
	Uses commas after fronted adverbials.									
	Uses apostrophes for contracted forms and the possessive singular and plural.									
Spelling	Uses further prefixes and suffixes and understands how to add them (see Stage 4 RWI Spelling).									
	Spells further homophones and near homophones (see Stage 4 RWI Spelling).									
	Spells the majority of the Year 3 / 4 spelling list correctly.									
	Places the possessive apostrophe accurately in words with regular and irregular plurals.									
Handwriting	Continues using diagonal and horizontal strokes needed to join letters.									
	Understands which letters, when adjacent to one another, are best left unjoined.									
	Continues to increase the legibility, consistency and quality of handwriting.									
Editing	Reads their own writing loud confidently, controlling the tone and volume so that meaning is clear.									
	Proofreads more independently for spelling and punctuation errors.									
	Suggests improvements for their own and peers' writing, including by assessing effectiveness.									
Level										

4-	4=	4+	4M
7	13	19	24 secure in all areas

Writing Assessment

Year 5

Name	Class	Year
Content from Previous Years	Joins words and joins causes using subordination and co-ordination.	
	Punctuates sentences using a capital letter and full stop, question mark or exclamation mark.	
	Uses capital letters for names of people, places, the days of the week and the personal pronoun 'I'.	
	Uses expanded noun phrases.	
	Demonstrates accuracy with tenses.	
	Uses different sentence forms.	
	Uses direct speech.	
	Uses subordination clauses.	
	Uses adjectives, adverbs, prepositions (including phrases) and conjunctions.	
	Uses a range of determiners.	
	Uses fronted adverbials with commas.	

	Start level:	Target level:	End level:	EOY	A1	A2	SP1	SP2	S1	S2
Features of writing	Selects appropriate grammar and vocabulary.									
	Describes settings, characters and atmosphere and integrates dialogues to convey characters and advance the action in narratives.									
	Uses a wide range of devices to build cohesion within and across paragraphs; e.g. adverbials (including fronted), pronouns, prepositional phrases.									
	Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives; e.g. headings, bullet points and underlining.									
	Extends a range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.									
	Uses the present perfect forms in verbs.									
	Chooses nouns and pronouns appropriately.									
	Uses conjunctions, adverbs and prepositions to express time cause.									
	Uses modal verbs or adverbs to indicate degrees of possibility									
	Learns the grammar for Year 5 in the English Appendix Standard English									
Punctuation	Uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural.									
	Uses and punctuates direct speech.									
	Uses commas after fronted adverbials.									
	Uses commas to clarify meaning or avoid ambiguity in writing.									
	Uses brackets, dashes or commas to indicate parenthesis.									
	Uses and understands the Year 5 English Appendix.									
Spelling	Uses further prefixes and suffixes and understands how to add them (RWI Spelling Stage 5).									
	Spells words with silent letters.									
	Continues to distinguish between homophones and other words which are often confused.									
	Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically (English Appendix).									
	Places the possessive apostrophe accurately in words with regular and irregular plurals.									
Handwriting	Writes legibly, fluently and with increasing speed.									
	Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters.									
	Develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.									
Editing	Independently proofreads for spelling and punctuation errors.									
	Proposes changes to vocabulary, grammar and punctuation.									
	Assesses the effectiveness of their own and other's writing.									
Level										

5-	5=	5+	5M
11	16	22	27 secure in all areas

Writing Assessment

Year 6

Name	Class	Year
Content from Previous Years	Joins words and joins clauses using subordination and co-ordination.	
	Punctuates sentences using a capital letter and full stop, question mark or exclamation mark.	
	Uses capital letters for names of people, places, the days of the week and the personal pronoun 'I'.	
	Uses expanded noun phrases.	
	Demonstrates accuracy with tenses.	
	Uses different sentence forms.	
	Uses direct speech.	
	Uses subordinate and relative clauses.	
	Uses fronted adverbials	
	Uses modal verbs	
	Uses adjectives, adverbs, prepositions (including phrases), conjunctions and determiners.	

	Start level:	Target level:	End level:	EOY	A1	A2	SP1	SP2	S1	S2
Features of writing	Selects appropriate grammar and vocabulary.									
	Describes settings, characters and atmosphere and integrates dialogues to convey characters and advance the action in narratives.									
	Uses a wide range of devices to build cohesion within and across paragraphs (adverbials & fronted adverbials, pronouns, prepositional phrases).									
	Uses further organisational and presentational devices to structure text and to guide the reader in non-narratives (e.g. headings, bullet points and underlining).									
	Extends a range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.									
	Understands and uses the subjunctive form.									
	Uses the present perfect and passive forms of verbs.									
	Chooses nouns and pronouns appropriately.									
	Uses conjunctions, adverbs and prepositions to express time and cause.									
	Uses Standard English.									
Punctuation	Uses full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and possessive singular and plural.									
	Uses and punctuates direct speech.									
	Uses commas after fronted adverbials, to clarify meaning or avoid ambiguity in writing.									
	Uses brackets, dashes or commas to indicate parenthesis.									
	Uses hyphens to avoid ambiguity.									
	Uses semicolons, colons or dashes to mark boundaries between independent clauses.									
	Uses a colon to introduce a list.									
	Uses ellipsis.									
	Uses and understands the Year 6 English Appendix.									
Spelling	Uses further prefixes and suffixes and understands how to add them (English Appendix).									
	Spells words with silent letters.									
	Continues to distinguish between homophones and other words which are often confused.									
	Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically (English Appendix).									
	Places the possessive apostrophe accurately in words with regular and irregular plurals.									
Handwriting	Writes consistently, legibly and fluently when writing at speed.									
	Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters.									
	Uses the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.									
Editing	Proofreads for spelling and punctuation errors accurately and independently.									
	Assesses effectiveness of own and other's writing.									
	Proposes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.									
	Distinguishes between the language of speech and writing and chooses the appropriate register.									
Level										

6-	6=	6+	6M
13	19	25	32 secure in all areas

Appendix 4

Non-negotiables

Reception Approx Point 13	<ul style="list-style-type: none">▪ Correct Letter Formation▪ Finger Spaces between Words▪ Own name spelt correctly▪ Correct pencil grip▪ Spellings are phonetically plausible (evidence of phonics learning used)
Year 1 Approx 1E	<ul style="list-style-type: none">▪ Writing should be on the line▪ Child able to check that their writing makes sense
Year 2 Approx 2E	<ul style="list-style-type: none">▪ Capital Letters used for Names, Places and Starting Sentences▪ Full stops used accurately▪ Correct spelling of Y1 common exception words▪ Cursive letter formation▪ Conjunctions 'and' and 'because' used▪ Simple adjectives used
Year 3 Approx 3R	<ul style="list-style-type: none">▪ Conjunctions 'so' and 'if' used▪ Use commas for lists▪ Use ? and ! accurately▪ Correct spelling of Y2 common exception words
Year 4 Approx 4R	<ul style="list-style-type: none">▪ Date and WALT spelt correctly and underlined▪ Joined, neat handwriting▪ Use accurately - apostrophes for possession and direct speech and inverted commas for direct speech▪ Correct spelling of Y3 common exception words▪ Use paragraphs effectively
Year 5 and 6 Approx 5R	<ul style="list-style-type: none">▪ Correct spelling of Y4 common exception words▪ Produce minimum ¾ of A4 for a big write▪ Achieve Pen Licence▪ Use tenses accurately▪ Use adverbs▪ Use ambitious adjectives

Date _____ Focus _____

Work to praise and share	Focus group	Spellings	Areas for development
Things we did really well	Grammar	Punctuation	Incomplete

Appendix 6: NGPS English Lesson – Planned Writing Opportunities 2023-2024

Purpose for writing: **to entertain** **to inform** **to persuade** **to express feelings** **to explain**

	Nursery		
	AUT	SPRING	SUMMER
NUR	Overall Theme: All About Me Literacy Books: Nursery Rhymes Happy To Be Me Funny Bones All About Me Objectives: Begin to hold a mark making tool using dominant hand Draw a circle and line to represent face and body parts Start to ascribe meaning to marks.	Overall Theme: Traditional Tales Literacy Books: The Gingerbread Man Goldilocks and three Bears The Three Billy Goats Gruff Objectives: Continue to develop a comfortable grip with a good control Explore left to right directionality with print Begin to know difference between real and fictitious vocabulary from texts Draw and retell key events from text	Overall Theme: Under the Sea Literacy Books: Jolly Olly Octopus Sharing a Shell Objectives: Retell and order a past event Begin to match some letters to phonemes eg m for mummy Attempt to write name with name card with some recognisable letters, some correctly formed.
	Overall Theme: Celebrations Literacy Books: Kipper's Birthday Aliens Love Panta Claus Red Rockets and Jelly Hibernation Hotel Objectives: Draw a picture of alien and describe it using 2 word combination + Start to ascribe meaning to marks. Label a hotel for hibernation creature.	Overall Theme: Insects & Minibeasts Literacy Books: Mad About Minibeasts! The Very Busy Spider The Very Hungry Caterpillar Objectives: Write and draw a list of what the Hungry Caterpillar ate. Ascribe meaning to marks using some print knowledge Tapestry observation of Asda Van etc to show Logo recognition	Overall Theme: Journeys Literacy Books: The Gruffalo We're going on a Bear Hunt (and performance poem) Rosie's Walk Poetry – Chocolate Cake Michael Rosen Objectives: Ascribe meaning to marks using more print knowledge Write name independently with most letters formed correctly. Using the CVC words and pictures provided. Label a picture with initial sounds using knowledge from RWinc lessons With support, begin to sound out and write some CVC words.

REC	Reception		
	AUT	SPRING	SUMMER
	<p>Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell Use □ initial sounds □ VC □ CVC words Write labels Begin to write lists & captions, focusing on ...label, caption, space Oral rehearsal / vocabulary Begin to reread the sounds they have written</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop Introduce word spacing Orally rehearse caption of sentence before writing Begin to re-read what they have written Begin to write a variety of □ fiction and non-fiction sentences / captions</p>	<p>Write recognisable letters (lower case and some capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs (CVC words) Write simple phrases and sentences that can be read by others Begin to sequence 2-3 sentences within purposeful fiction/non-fiction context Re-read what they have written to begin to make sure it makes sense Early Learning Goal: <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. </p>
	<p>Overall Theme: Where we live Literacy books: Hello Friend (Rebecca Cobb) Three Little Pigs (Susanna Davidson) Oi Frog (Kes Gray/Jim Field)</p> <ul style="list-style-type: none"> • write names • label house (setting) • initial sounds • rhyme 	<p>Overall Theme: People Who Help Us Literacy books: A superhero like you- Dr Ranj People who help us: Ambulance, firefighters, Police Officer. (non-fiction) Wendal's Workshop (Chris Ridell)</p> <ul style="list-style-type: none"> • create and label superhero • caption- what I want to be when I grow up • label character • speech bubble • create own robot and describe it • write facts (key words/caption) 	<p>Overall Theme: Farm Literacy Books: What the Ladybird heard (Julia Donaldson) Farm (non-fiction) A squash and a Squeeze (Julia Donaldson)</p> <ul style="list-style-type: none"> • farm animal descriptions • write a letter (sentence/caption) • write facts (sentence/caption) • write an advertisement (sentence/caption) • Write instructions
	<p>Overall Theme: Castles, Knight and Dragons Literacy books: Here Be Dragons (Susannah Llyod) Sir Dancealot (Timothy Knapman) Dragon Post (Emma Yarlett)</p> <ul style="list-style-type: none"> • label character • write a thought bubble about character's feelings • create a new character (description) 	<p>Overall Theme: Seasons Literacy Books Stickman (Julia Donaldson) Percy the Park Keeper (After the storm, and Springy day) Poetry - Season/weather poems</p> <ul style="list-style-type: none"> • missing poster • write a diary entry (caption) - setting 	<p>Overall Theme: Holidays Literacy Books: Handa's Surprise Clem and Crab Poetry - Seaside Poems</p> <ul style="list-style-type: none"> • write a blurb (sentence) • write an alternative ending (sentence) • Speech bubble showing characters feelings (sentence)

	<ul style="list-style-type: none"> postcard to a dragon 	<ul style="list-style-type: none"> write about seasons (captions) poem rhyming words 	<ul style="list-style-type: none"> Write rules Write a poem
Y1	Year 1 Writing Objectives		
	<u>add prefixes and suffixes:</u> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	Composition <u>write sentences by:</u> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	Vocabulary, Grammar, Punctuation <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.
	Year 1 Writing Opportunities		
	AUT	SPRING	SUMMER
	2 weeks prior introductory transition work based around the story – The Colour Monster <ul style="list-style-type: none"> SPAG work Create a new colour monster (LAPS initial sounds, HAPS character description). Fairy Stories - Three Little Pigs (read a variety of different versions including The True Story of the Three Little Pigs – wolf’s perspective) <ul style="list-style-type: none"> Create a detailed story map that shows the main places and events that take place in the story Description of new house that the children have designed for the three little pigs. Character description – personality Retell of story 	Author study – Oliver Jeffers Lost and Found (other texts would be read and explored – e.g. The Way Back Home) <ul style="list-style-type: none"> SPAG work inc. adjectives, past tense, conjunction ‘and’ and personal pronoun ‘I’ Use positional language. Writing from a character’s perspective Planning to change the main character, new character description Planning to change the setting, new setting description Retell of the story with changes made 	Stories from different cultures Pandi the Brave (Nathene Arnaoutis) <ul style="list-style-type: none"> Writing from a character’s perspective to include emotion in the retell Discussion in writing to express emotion Setting description Persuasive Activity
Y1	Year 1 Writing Opportunities		
	AUT	AUT	AUT

	Rhyme and repetition The Pirate Song (nursery rhyme) <ul style="list-style-type: none"> Explore with rhyming words Practise and perform the nursery rhyme Change some of the rhyming words. 	Classic Poem What is Pink (Christian Rossetti) <ul style="list-style-type: none"> Performing poetry Review of poetry and the structure Paired poem writing – changing the poem but not the colours. 	Modern Poem The Seaside (Jo Peters) <ul style="list-style-type: none"> Performing poetry Review of poetry/ vocabulary (the structure) Identify the key features of the poem Rhyme and changing some of the words in the poem. Interpret the poem by drawing what they think the verse/stanza is about Read a variety of seaside poems and write own version on the seaside based on simple structure
	Fantasy Mr Benn – Red Knight. Mr Benn – Caveman. <ul style="list-style-type: none"> Simple sentence SPAG work (inc adjectives, past tense and conjunction 'and') Sequencing and role play Simple retell of the story (supported) Character description Questions to the dragon 	Familiar setting Toy Story <ul style="list-style-type: none"> SPAG work (inc adjectives and past tense) Sequencing, role play and simple captions Setting description (own bedroom) Comparison between Sid's and Andy's room. WANTED posters 	Non-Chronological – Fact Book Grace Darling <ul style="list-style-type: none"> Read a variety of non-chronological reports. Key features – heading, contents page, sections, facts Teach how to gather information and put information into sections. Gather and research information about Grace Darling. Create a fact book of information on Grace Darling.

Year 1 Writing Opportunities			
Y1	AUT	SPR	SUM
	Adventure Careful Santa (Julie Sykes) <ul style="list-style-type: none"> Simple sentence SPAG work (inc adjectives, past tense and conjunction 'and') Character description – appearance and personality Sequencing and role play Simple retell of the story (independent) 	Non-Chronological – Giraffes <ul style="list-style-type: none"> Read a variety of non-chronological reports on animals. Key features – heading, subheadings, facts, sections, captions, images, labels Categories animals (herbivore, carnivore, omnivore, mammal, reptile, amphibian etc) Research into giraffes. Write own non-chorological report on giraffes. 	Recount World Book Day OR Trip to Dunham Massey <ul style="list-style-type: none"> SPAG work inc. adjectives, past tense, conjunction 'and', chronological order, pronoun 'I') Planning for the recount Recount of the day from start to finish

Year 2 Writing Objectives

Y2

Spelling

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Composition

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar, Punctuation

Learn how to use:

- both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 Writing Opportunities			
Y2	Aut	Spring	Summer
	<p>Stories that raise issues</p> <p>My Two Grannies by Floela Benjamin</p> <ul style="list-style-type: none"> Retell <p>Classic poem</p> <p>The Owl and the PussyCat (Edward Lear)</p> <ul style="list-style-type: none"> learn and perform Retell as a narrative <p>Instructions</p> <ul style="list-style-type: none"> write instructions for smoothies <p>Familiar Setting</p> <p>Katie in London</p> <p>Katie in Scotland</p> <ul style="list-style-type: none"> character description setting description <p>Christmas Theme</p> <p>The Snowman by Raymond Briggs</p> <ul style="list-style-type: none"> Alternative story/ending 	<p>Historical Stories</p> <p>The Baker's Boy and the Great Fire of London (Tom and Tony Brandman) MAPS/HAPS</p> <p>Mary and the Great Fire of London (Sue Graves and Alex Patterson) LAPS</p> <ul style="list-style-type: none"> write the ending <p>Alternative Fairy stories</p> <p>Daft Jack and the Beanstack (Laurence Anholt and Arthur Robins)</p> <ul style="list-style-type: none"> character description setting description a retell <p>Recounts:</p> <p>Personal Experience/Real Events - Airport Trip</p> <ul style="list-style-type: none"> read a range of recounts write about a trip/event Michelle Leigh – artist visit. <p>Modern poem</p> <p>Instructions – Neil Gaimen</p> <ul style="list-style-type: none"> create own instructional poem 	<p>Author Study of Julia Donaldson</p> <ul style="list-style-type: none"> read a range of Julia Donaldson Text. <p>What the ladybird heard – own version – story writing 'at school'</p> <p>Story ending – Nell the detective dog</p> <p>Recounts:</p> <p>Personal Experience/Real Events - Sea life centre trip</p> <ul style="list-style-type: none"> read a range of recounts write about a trip/event <p>Traditional tales</p> <p>The Three Little Pigs/ Goldilocks/ Little Red Riding Hood</p> <ul style="list-style-type: none"> plan and change the story <p>Non Chronological Report</p> <ul style="list-style-type: none"> non chronological report on recycling <p>Poetry – nonsense and Word play</p> <p>Flip flap Safari – Axel Scheffler</p> <p>Riddles, Rhymes and Limericks</p> <ul style="list-style-type: none"> read a range of texts learn and perform

Year 3 Writing Objectives

Spelling

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar, Punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 3 Writing Opportunities

AUT

Fantasy Story

BFG – Roald Dahl

- Character description
- Setting descriptions

Narrative

Stone Age Boy – Satoshi Kitamura – History Link

- Adventure story

Instructions

SPRING

Fantasy stories

Leon and the Place Between – Angela McAllister

- Setting description
- Continuation of dialogue and extended narrative

Non-chronological report

Escape from Pompeii – Christina Balit – History link

- Write a report about Pompeii in the past
- Write a diary of the journey taken to escape

Modern Poem

SUMMER

Author Study

The Twits – Roald Dahl

- Persuasive advertisement
- Balanced argument

Letters

Mirror – Jeannie Baker

- Informal letters

Biography

Julius Caesar – History link

	<p>How to Wash a Woolly Mammoth – Michelle Robinson – History link</p> <ul style="list-style-type: none">• Instructions <p>Performance Poetry</p> <ul style="list-style-type: none">• The Christmas Pine – Julia Donaldson	<p>Poems by Paul Delaney</p> <ul style="list-style-type: none">• I wonder poem	<ul style="list-style-type: none">• Biography
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Year 4 Writing Objectives

Spelling

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar, Punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
- using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Y4

Year 4 Writing Opportunities

AUT

Character Description - Egyptian Cinderella (original Cinderella tale) - **Stories from other cultures**

Instructions

- Write instructions on how to mummify a Pharaoh

Mystery Stories

- Literacy Shed – linked to archaeologists discovery in tombs

Author Study: Phillip Pullman - Firework Maker's Daughter

- Informal letter

SPRING

Author Study: Phillip Pullman - Firework Maker's Daughter

Write adventure stories

Classic Poetry – The Crocodile – Lewis Carroll

- Write own version inspired by this using different creature

News reports

Invasion of Vikings (Focus on quotes/speech)

Stories that raise issues - The Great Kapok Tree – Lynne Cherry

SUMMER

Poetry – Kenning poem

- Write and perform Kenning Poems

Beowulf – Rob Lloyd Jones

- Diary entry (Focus on Monster descriptive writing)

Modern Poetry

- The Magic Box by Kit Wright
- Children write their own poems inspired by the Magic Box

Charlie and the Chocolate Factory – Roald Dahl

- Playscript based on a chapter

	<p>Performance Poetry</p> <ul style="list-style-type: none">• Write and perform their own Haikus and Limericks	<ul style="list-style-type: none">• Persuasive speech writing (Deforestation) <p>Non-Chronological Report – Geog link - Rainforests/Brazil</p>	<ul style="list-style-type: none">• Letter in character
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Year 5 Writing Objectives

Y5

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar, Punctuation

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 5 Writing Objectives			
Y5	AUT	SPR	SUM
	<p><u>Autumn 1</u></p> <p>Formal Letter writing – persuasive letter</p> <p>Text/stimulus – ‘Holes’ by Louis Sachar, look at examples of letters</p> <p>Explanation text – life cycles</p> <p>Text/stimulus – information from Science lessons, examples of explanation texts</p> <p>Outcome – Science link</p> <p>Newspaper report – Len Johnson</p> <p>Text/stimulus – interview with Len Johnson’s family, examples of newspaper reports, videos, stories of inspirational figures and reimaginings</p> <p>Focus – biographical text</p> <p>Outcome – Black History Month link</p>	<p><u>Spring 1</u></p> <p>Balanced argument – was Henry VIII a good king or a bad king? Topical</p> <p>Text/stimulus – secondary and primary sources, examples of balanced arguments, information from History lessons</p> <p>Focus – balanced argument</p> <p>Outcome – History link</p> <p>Biography – Famous artists</p> <p>Text/stimulus – learning from Art, research</p> <p>Outcome – Art link</p> <p>Diary entry – Day in the life of an Aztec child</p> <p>Text/stimulus – learning from History lessons, videos, examples of diary entries</p> <p>Outcome – History link</p>	<p><u>Summer 1</u></p> <p>Adventure Narrative – whole narrative</p> <p>Text/stimulus – I Survived a Japanese Tsunami (Lauren Tarshis), The Flood (Alvaro F. Villa)</p> <p>Focus – whole narrative</p> <p>Outcome – Geography link</p> <p>Playscript – Shakespeare – turning a narrative into a playscript</p> <p>Text/stimulus – examples of books and playscripts</p> <p>Outcome – reimagination of a Shakespeare scene from the book/create a new scene</p>
	<p><u>Autumn 2</u></p> <p>Poetry – remembrance poems</p> <p>Text/stimulus – examples of war poetry, Reasons to Write Rhyme (Rob Bradley), videos for stimulus (Beyond Enemy lines)</p> <p>Class read: Where the Poppies Now Grow by Hilary Robinson and Martin Impey</p> <p>Focus – emotive poetry</p> <p>Outcome – emotive remembrance poem (PSHE link – understanding feelings and emotions)</p> <p>Author Study</p> <p>War Horse (Michael Morpurgo)</p> <ul style="list-style-type: none"> Setting description of battle field/trenches <p>Persuasion – Capital cities of the UK</p> <p>Text/stimulus – information from Geography lessons, examples of brochures, examples of persuasive writing</p> <p>Outcome – a persuasive brochure about a capital city in the UK of their choice (Geography link)</p>	<p><u>Spring 2</u></p> <p>Information Text – space</p> <p>Text/stimulus – examples of information texts</p> <p>Focus – non-chronological report</p> <p>Outcome – Science link</p> <p>Instructions</p> <p>Text/stimulus -</p> <p>Focus – explanatory writing</p> <p>Outcome – History links</p>	<p>Shakespeare poetry –</p> <p>Text/stimulus - link to previous lessons on Shakespeare. Children to create their own poem .</p> <p>Outcomes - create own poems</p> <p><u>Summer 2</u></p> <p>Narrative – Myths and Legends story writing</p> <p>Setting and character descriptions</p> <p>Building tension and excitement</p> <p>Story which creates an atmosphere and builds excitement</p> <p>Text/stimulus – narrative, examples of Myths and legends.</p> <p>Outcome – create their own legend/next chapter</p>

Year 6 Writing Objectives

Transcription

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar, Punctuation

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity

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| | <ul style="list-style-type: none">• using brackets, dashes or commas to indicate parenthesis• using semi-colons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list• punctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> |
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Year 6 Writing Objectives			
Y6	AUT	SPR	SUM
	Author Study (Marcus Sedgwick)	Kensuke's Kingdom	Narratives
	Flood Land	<ul style="list-style-type: none"> Balanced argument Explanation text – desert island Recount from different perspectives 	<ul style="list-style-type: none"> Retell a fictional narrative through dialogue
	Black History Month	Letter writing	Balanced Argument
	<ul style="list-style-type: none"> Modern poetry Knife crime debate 	The Day the crayons quit	<ul style="list-style-type: none"> Geography – Palm Oil
	Author Study (Berlie Doherty)	<ul style="list-style-type: none"> Informal letter Formal letter 	Non- Chronological Report Writing
	Street Child		Pandora - Design and create a planet
	<ul style="list-style-type: none"> Historical narrative – continuation of the story Informal letter writing Diary entry based on a character from 'Street Child' 		Narrative poem
	Report		The Highwayman (Alfred Noyes)
	<ul style="list-style-type: none"> The Industrial Revolution 		<ul style="list-style-type: none"> Character description
	HISTORY		Horror / Ghost Story - Alma
	Christmas Advert		<ul style="list-style-type: none"> Write their own spooky story/twisted tale
	<ul style="list-style-type: none"> write a play script 		High School Transition Text – The Lion Above the Door