

Miers Court
Primary School

English

The English and Languages curriculum is a core skill for all the children to achieve. We need the children to be confident communicators and readers as this unlocks so many other aspects of the curriculum and the further world. We aim for our children to be fluent readers who can comprehend and read with automaticity across a range of subjects and genres and in turn communicate effectively through both spoken and written word.

Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

- | | |
|---------------------|---|
| Self-belief | Pupils will see themselves as confident and fluency readers and writers. |
| Togetherness | The pupils reading and writing learning journey is a partnership between pupils, parents and staff with opportunities to share these experiences. Our reading spine is underpinned by diverse range of texts and authors. |
| Aspiration | All children equipped with the tools to success in reading and writing and therefore have the drive to be the best they can be. |
| Resilience | Pupils have a passion for reading which means they are not daunted by more challenging texts. |
| Success | Children leave Miers Court at least the Expected standard in Reading and Writing. |

How Do We Adapt Learning To Support Pupils In **English**?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching English

1. Adaptive teaching approaches including scaffolded resources
2. Dual coded word mats and key words displayed
3. Various ways to record information - videos, voice notes, drawings
4. Physical resources for children to explore related to genre/topic of writing e.g. newspapers for news reports etc.

Cognition and Learning

Subject Challenges

Retaining information/meaning of vocabulary

Literacy skills - ability to read information

Provision for SEND

Retrieval questions to be used at the beginning of each lesson and within lessons where suitable

clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.

Key words dual coded on display boards

Writing frames to be used

Communication and Interaction

Subject Challenges

Difficulties using language/expressing themselves

Difficulties with processing language.

Provision for SEND

sentence stems, PETAL paragraph structures and clear modelling for analysis tasks

verbal and written scaffolding provided to ensure that pupils have a clear understanding of the expectations

personalised pupil learning journeys that detail objectives and the

adapted lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.

knowledge needed to approach them

knowledge organisers provided for each topic, containing: key words, context, key terminology etc

Physical and sensory

Subject Challenges

Visual difficulties

Recording information

Other sensory needs

Provision for SEND

Ensure documents are enlarged
Magnifier used
Online resources to zoom in and out

ICT resources to be used so children can record online

Talking tins

Physical resources e.g. coloured overlays

a specific seat in lessons to meet a sensory or a learning need.

Social Emotional and Mental Health

Subject Challenges

Low self-esteem - often withdraw from challenges

Distressed by new experiences or triggered by specific topics

Provision for SEND

one-to-one interaction and targeted intervention by the teacher

curriculum adaptations to allow for engagement through pupil interests (carefully considered text choices).

Ensure content being used in lesson is considered and approached in a sensitive manner.

access to a quiet space to ensure they can be supported to meet their potential.

How do we teach **Reading**?



Reading is a key priority for all children. Not only is it an enjoyable experience but research shows it's a key indicator of success as well as being a key to other subjects.

Phonics

We use ELS Phonics scheme throughout the school which begins from day one in Reception. The scheme is followed faithfully by all staff.

There is a daily Phonics session for all children in EYFS and Key Stage 1 until they are secure in their phonological knowledge and move on.

The Workbook is modelled to the children by the adult (*I do*) before they move to the independent work (*You do*).

Speaking & Listening into Reading.

Oral Comprehension is the key to comprehension. Developing Talk and listening.

In the EYFS, the focus is on the phonic decoding and blending as well as oral constructing of language and sentences. This will be over the entire curriculum and activities and staff will support pupils to develop the use of language and rich range of language.

In Year 1, the focus for reading is Phonics and oral comprehension. Staff will use every opportunity in reading to model and expose the pupils to orally comprehend texts such as their class texts, reading in other subjects etc.

Assessment

All children are assessed in the penultimate week of term on the graphemes, word reading and HRS words using the ELS assessment tool. In Year 1 and Year 2 for the pupils still working on phonics, we use the PSC also to give opportunities for children to familiarise with the check and give areas to focus on.

Beyond Year 1, oral language is still the focus as pupils orally practice their comprehension in reading.

Intervention

Interventions need to be a priority so that they can happen each day. The same day or daily intervention for children is the aim. We want pupils to 'keep up' and work daily on their phonically knowledge through regular speedy intervention sessions.

Interventions need to match the class phonics so that the interventions reinforce the phonics teaching and are not instead of.

Years 2 and 3 are key focus as these are the pupils who have shown they are not as confident in their phonics. This must be completed faithfully to the scheme and regularly, at least daily, to allow them the opportunity to catch up.

Home Reading

Children have a phonically decodable text which runs alongside their phonics lesson. They will take this home and read it with a parent as well as read this in class during the afternoon reading slot. Books are changed on a Friday.

Books for the First 20% need to be particularly carefully matched to current reading ability and phonic knowledge. These children needed lower levelled texts with fewer words and be encouraged to 'blend in their heads' as they reread words and phrases.

Daily Reading Lesson

Year R Reading Provision

The EYFS provision will include a range of texts in different areas both inside and outside to enable “disciplinary” reading on a range of topics.

As the year progresses toward Year 1, the children will begin to have more structured reading lessons so that by the end of Year R they are familiar with a reading group session ready for Year 1.

Year 1 - 2 Route-map

In the daily session after lunch, Year R, Year 1 and into Y2 - reading practice groups for 3 x per week. This involves using a carefully matched decodable book

- Introduce the text, explain unknown and unfamiliar words
- Read the text
- Re read - at this point the book can then go home

In these sessions, children are grouped by ability and then use the same appropriately matched text. The sessions are structured with a clear focus e.g. decoding, prosody and comprehension. Books are then taken home to be reread to enable children to practise fluent reading. When the class are fully secure in their phonics and fluency in reading around 90 wpm they may progress to the standard Reading Lesson and Accelerated Reader time. This will be discussed with the English Leader.

Year 2 + Route-map to Teaching Reading

Every class from Year 2 upwards have a daily reading lesson for approximately 30 minutes. The sequence of the reading lessons over the week is:

1. Read the text and discuss the vocabulary as well as prediction. Choral reading and echo reading
2. Recapping the previous reading. Paired Reading of the texts and shared. 'I wonder' questions around the texts. Stem Sentences to guide the pupils.
3. Oral answering of questions based around the reading domains
4. Written answering of questions based around the reading domains
5. "Something Unseen" with a variation of the same questions.

These sessions are planned by the teacher and this planning is shown through the design of the reading PowerPoint including the use of the notes section for prompts for teachers / LSAs.

Accelerated Reader (AR)

The school uses Accelerated Reader to develop reading once they have secured a solid phonic ability.

Each child has a Zone of Proximal Develop (*ZPD*) which allows the child to choose a text which is at the correct instructional level. Again, the texts will be at an appropriate level to this *ZPD* in order to develop the reader as a whole.

Accelerated Reader Time

Every class will have accelerated Reader time after lunch during registration. This will allow the children to read their instructional level texts linked to their *ZPD*. This time can also be used for their quiz which need to be completed at the end of the text as soon as possible after finishing it. Quizzes are not to be completed at home.

Home Reading

The school expects the children to read every-day. The texts must match the pupils Phonological Stage so it is phonetically decodable or their *ZPD* so it is instructional level for the pupil.

This is recorded in the reading diary by the parents or carers. When the children return their book the adults in the school acknowledge. In Key Stage 1 they change their books on Friday to encourage the re-reading of the text which helps develop their sight recognition and fluency.

How Is **Reading** Sequenced Throughout The School?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Dear Zoo- Rod Campbell We're going on a Bear Hunt- Michael Rosen Leaf Thief - Alice Hemming The Scarecrows wedding- Julia Donaldson	Binny's Diwali- Thrity Umrigar We three kings- Claire Fennell The Christmas Story - J. John The sheep that saved Christmas - Jason Page Stick man- Julia Donaldson The Night before Christmas	The three little pigs The gingerbread man Hansel and Gretel Goldilocks and the three bears Jack and the Beanstalk	The Very Hungry Caterpillar- Eric Carle Mad about minibeasts- Giles Andreae Superworm- Julia Donaldson Betsy Buglove saves the bees- Catherine Jacob Bud- Laura Hambleton	The colour monster - Anna Llenas I can eat a rainbow- Olena Rose Troll stinks- Jeanne Willis Beautiful oopsBarney Saltzberg	The night pirates- Peter Harris Pirates love underpants - Claire Freedman My Granny is a pirate- Val McDermid Pirates don't go to school-Alan McDonald The treasure of pirate Frank- Elspeth Graham
1						
2	The boy who loved maps Here we are Europe: Where on Earth?	Cinderella story Prince Cinders - reading Look/see inside Castles	Dear Earth Greta and the giants A climate in chaos: and how you can help	Escape from Pompeii Romans Magnified The Romans: Gods, Emperors and Dormice	A walk in Paris Exploring Italy Claude in the city	A walk in Paris Exploring Italy Claude in the city

		The last wolf - reading				
3	Meerkat Mail The Akimbo adventure	Stone Age Boy Wild Girl The Stone Age	Anasi and the spider Cinnamon	Reading Pharaoh in my bath Tales of gods and pharaohs	Reading Secrets of the Nile Song of the river	Lila and the secret of rain Fantastic Mr Fox The story of climate change
4	Explorer Ada's Violin	Secret of the Andes Kusikil: A child from Taquile Peru.	Song of the Dolphin Boy Little, Big Dreams - David Attenborough,	Ancient Maya The Chocolate Tree Mayan Civilisation	Rosa Parks The City of Spies	Roanoke the Lost Colony Eric the Viking.
5	Rama and Sita The Empty Pot Yoshi the Stone Cutter The Mouse, Deer and the Crocodiles The Green Frogs Rainbow Bird	Kim Naeli and the Secret Song.	Shang Dynasty The Firework Makers Daughter	Kensukes Kingdom	Running Wild	The Song Walker
6	There the World Turns Wild	Treason	Shackleton's Journey	Friend of Foe	Digging for Victory,	The Great Theatre Rescue.

What Are The End Points For Each Year In **Reading**?

R	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Read some common irregular words • Become familiar with key stories, fairy stories and traditional tales • Recognise and join in with predictable phrases
1	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Respond with the correct sound for all 40+ phonemes, including alternative sounds • Read: common exception words, common suffixes, multi-syllable words containing taught GPCs, contractions, pseudo-words with accuracy • Read aloud phonically decodable texts • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently • Link what they read or hear read to their own experiences • Become very familiar with key stories, fairy stories and traditional tales • Recognise and join in with predictable phrases • Appreciate rhymes and poems and know some by heart • Discuss word meanings, link new meanings to those already known
2	<ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode • Read accurately by blending, including alternative sounds for graphemes and multi-syllable words • Read: common suffixes, exception words, most words accurately without overt sounding and blending, some phonically-decodable books with fluency (sounding out unfamiliar words automatically) • Reread books to build up fluency and confidence • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with key stories, fairy stories and traditional tales • Recognise simple recurring literary language in stories and poetry • Build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear



	<ul style="list-style-type: none">• Discuss and clarify the meaning of words, linking new meanings to known vocabulary• Discuss favourite words and phrases
3	<ul style="list-style-type: none">• Read with fluency a range of age-appropriate text types at a speed sufficient for them to understand with some support• Read most common exception words by sight• Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes• Prepare poems and playscripts to read aloud and perform with appropriate intonation and volume• Listen to, discuss and express views about a wide range of fiction, poetry and plays - sometimes at a level beyond that which they can read independently• Identify themes and conventions in a range of books• Recognise some different forms of poetry• Explain the meaning of words in context; use a dictionary to check meanings• Discuss words and phrases that capture the reader's interest and imagination
4	<ul style="list-style-type: none">• Read with fluency a range of age-appropriate text types at a speed sufficient for them to understand with some support• Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes• Prepare poems and playscripts to read aloud and perform with appropriate intonation and volume• Listen to, discuss and express views about a wide range of fiction, poetry and plays - beginning to justify comments• Identify themes and conventions in a range of books including the conventions of myths and playscripts and begin to make comparisons• Recognise, compare and evaluate several different forms of poetry• Explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently• Discuss and explain words and phrases that capture the reader's interest and imagination
5	<ul style="list-style-type: none">• Fluently and automatically read a range of age-appropriate texts (see 5 Plagues of Reading)• Determine the meaning of new words by applying morphological knowledge of root words and affixes• Know securely the different pronunciation of words with the same letter-string e.g. thought, plough, bought• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear• Read a growing repertoire of texts - both fiction and non-fiction

	<ul style="list-style-type: none"> • Be familiar with a range of text types including modern fiction and fiction books from our literary heritage • Discuss and comment on themes and conventions in various genres • Read and recite age-appropriate and more challenging poetry that has been learnt by heart • Discuss their understanding of the meanings of words in context - finding other words which are similar
6	<ul style="list-style-type: none"> • Fluently and effortlessly read the full range of age-appropriate texts • Determine the meaning of new words by applying morphological knowledge of root words and affixes • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text • Demonstrate a positive attitude by frequently reading a wide range of texts • Demonstrate familiarity with different text types • Accurately identify and comment on the features, themes and conventions across a range of texts and understand their use • Demonstrate that they have learned a wide range of poetry by heart • Explore finer meanings of words • Show, discuss and explore their understanding of the meaning of vocabulary in context

How do we teach **Transcription**?

Handwriting is more than just making the writing legible - it will allow the pupil to be fluent in their writing and therefore support the cognitive load when writing. When they come to their composition, they will not have to think too much about the handwriting and can focus on their ideas and composition.

Letter 'Families'

Handwriting will be based around letter formation 'families' and so the pupils learn the shape of the letter formations.



Miers Court Primary School

Set 1

c a o d g q s f e

Set 2

i l t u j y

Set 3

r n m h k b p

Set 4

v w x z

As well as that,

in

il

First join

og

Second join

ob

Third join

Fourth join

Letter Formation

The letter formations and rhymes are in the image.



























Spelling

The school uses Spelling Shed as a guide for the planning of the sequence of words. This is a discrete teaching for the children to teach the pupils the spelling patterns including:

- Etymology - *the study of the origins of words (e.g. Latin roots or Greek)*
- Orthography - *the knowledge of spelling patterns (e.g. ck is never used at the start of words for /k/)*
- morphology - *the units of meaning within words (e.g. prefixes and suffixes)*

Weekly Teaching structure

The handwriting & spelling will be taught in isolation but will support the spelling by using the spelling patterns, high frequency words and then finish on dictation so the children can build the skill.

	Swerve around the snake		Around the ostrich's body		Down the long ladder
	Around the head, down the body		Curl around the camel's back		Swoop down the tentacles and dot the head
	Down her body and cross her shoulders		Down the body, up the arm, down the leg		Down the tongue, up the tongue
	Down his body, around his face		Around the head and down the trunk		Hop to the top, land and hop, land and hop
	Down her body, spot her idea		Under the umbrella and down to the tip		Criss-cross the kiss
	Down the bird and over the nest		Down her body, up over the arm		Under the hull and down to the anchor
	Meerkat, mound, mound		From his head to his feet, up and over his back		Zig and zag
	Over his back and around the tail, up his neck and down to his feet		Down the person and around the wheel		Around the feather and down the pen
	Start at his ear, around the face and down the beard		Over the ear, down to the tail and across the jaw		

1. This will include when appropriate the use of morpheme matrix where the children explore the words:

Prefixes	Latin root & meaning	suffixes	New word
Dis	rupt <i>to break or burst</i>	s ed	disrupts disrupted

2. Practice the spelling pattern (*We do / You do*)
3. Teach the handwriting target letter - teacher models the handwriting target letter (*I do / We do*)
4. Practice the handwriting target letter (*We do / You do*)
5. Dictation session where teacher read a short sentence / paragraph including the target handwriting and spelling and pupils write this down. (*You do*)

How do we teach **Composition**?

Writing relies heavily on pupils own reading and speaking & listening and so we want high quality texts and a focus on oracy to be a key part of how we teach writing. We need to have a key focus on modelling of the key skills and have a chance for the pupils to practice and refine their knowledge orally before moving to written forms.



Route map to teaching Writing - Year R

We use Drawing Club to develop the children's interest and excitement towards writing. This is based on a high-quality text and using oracy to develop their writing skills over time.

The steps are as follows:

1. **Vocabulary** a selection of five words from the story or inspired from the story are explored, explained and acted out at the start of every session. This helps to embed the words to memory and are repeated every session the children. This step is based around oral playing with the words.
2. **Immersion** The children listen to a story in a variety of forms across the week. Adults use questions carefully to develop story language and story sequence. Due to the repetition, children begin to join in as they become more familiar with the story.
3. **Drawing** The teacher will then lead a short-guided drawing session with the class. This rotates between character, setting and then adventure time where children use their imagination. The adult will talk through shapes, space, pattern and composition within the picture.

4. **Magic Code** Along with the picture, comes a magic code which initially is led by the teacher, this code then makes something magic happen to the picture which is imaginative and awe inspiring for the children. They talk about the picture, using the high-quality language in their talk. To start with the code is more of a mark making pattern or shape, building to CVC words and leading onto full sentences over the course of the year.
5. **Group time** Each group is invited to take apart in Drawing club a minimum of once a week, where they come to the table with the adult and recreate the image drawn in front of the whole class. As the teacher recreates the image in their own book, children draw along side them, discussing space, shape and vocabulary and building words and sentences.

Route map to teaching Writing - Year 1

When teaching a unit of writing in Year 1, we need to ensure that we broadly follow the same route-map as Years 2-6 which sequences the build-up of knowledge. However, this is done over a shorter period of time and incorporates the 'Curious Quests' approach to lesson planning and delivery, as this allows us to develop the children's motivation and enthusiasm for writing alongside a robust approach to embedding the key skills that they will need to become more independent writers.

The steps are as follows (and will be noted on Curious Quests planning):

1. Read a High-Quality Text

Each English unit will be built upon a High-Quality Text. We need to ensure that pupils encounter high quality text which is chosen for a good example of genre, vocabulary and syntax. This will be the model for the children's own writing. This step will involve an introduction to the text and author and a 'see, think, wonder style of oral comprehension.

2. Features

The pupils identify the key features of the text such as text, language features, sentence and word features. This will take one lesson.

3. Teach the knowledge

In keeping with the curious quests approach, a code will be introduced which is sent by ‘Professor Klunk.’ This code is the skill which children will be learning and then applying in their writing. This step takes an ‘I do, we do, you do’ approach with the children becoming increasingly independent as the year goes on.

- **I Do** Modelling the writing knowledge to the children. Teachers will physically write and be ‘thinking out loud’ as a writer to show the pupils their thought processes.
- **We Do** Children work orally on mini whiteboards individually, in pairs or as a class to rehearse the ‘code’ skill *or the feature if this is genre week.*
- **You Do** The pupils practice the writing knowledge for themselves.

4. Planning

The children will complete a planning lesson which is modelled by the class teacher using the agreed planning formats.

5. Final Write

The pupils will use their planning to complete their final write. This will take place at the ‘tutor table’ with an adult supervising. During this time, those children who are not at the tutor table will be completing activities which allow them to embed or rehearse a writing skill / phoneme from their phonics teaching.

6. Sharing

The final stage is that the pupils writing is shared with their audience. This does not always mean the writing has to be published but an opportunity to share with someone. It can be orally shared or through reading; printing or digital sharing. Across the year, the pupils must have a range of opportunities to share their writing.

Route map to teaching Writing - Year 2 and above

When teaching a unit of writing, we need to ensure that we follow the same route-map which sequences the build-up of knowledge. We want to ensure that the children have as much opportunity to develop automaticity in writing and that their working memory is more ‘free’ to focus on new knowledge and application of existing knowledge. We expect the sequence of steps to take approximately three weeks but this may be quicker if the teacher assesses the need to change this.

1. Read a High-Quality Text

Each English unit will be built upon a High-Quality Text. We need to ensure that pupils encounter high quality text which is chosen for a good example of genre, vocabulary and syntax. This will be the model for the children’s own writing.

2. Features

The pupils identify the key features of the text such as text, language features, sentence and word features specific to that genre. They create a ‘recipe’ for that genre. This will link to the GPaS progression document which shows you the expected knowledge for your year group.

3. Teach the knowledge

The children focus on one feature based on the text features the pupils have identified. This step of the sequence will be repeated as necessary to cover all of the desired features. The teachers will base these steps on:

- **I Do** Modelling the writing knowledge to the children. Teachers will physically write and be ‘thinking out loud’ as a writer to show the pupils their thought processes.
- **We Do** The pupils practice the writing knowledge in a small group , pairs or individually on whiteboards etc.
- **You Do** Pupils independently write using this writing knowledge.

These ‘mini writes’ will involve practicing a small part of the final write so the pupils are practising something which has direct impact and increases productivity. These mini writes will help build up the final draft of their writing.

Step 3 is repeated at least 3 times from the features identified in step 2.

4. Planning

The pupils need to plan their final published writing based on the Audience and Purpose which will show them what form the final piece of writing needs to take. The teacher will clearly explain the Audience and purpose of the final write.

Again, the teacher will model the planning process, using the agreed planning structures from the school. We will use an example of good quality - possibly the initial High-Quality Text'. Any modelling of writing needs to go onto the Learning wall.

The pupils will use the 'mini writes' from Step 3 to help their planning - redrafting these and editing them to support their final writing.

5. Final Write

The pupils will use their planning to write their final write. This may be into their book or, if the form suits, may be written onto paper - for example a leaflet which could be folded to make it look like a real leaflet as wherever possible we want these final writes to be shared with the target audience, for example another year group, or published.

6. Application

When a genre has been taught in English, we need to plan to include that genre in another subject area to allow the children to apply their knowledge. For example, they have learnt how to write a non-chronological report in English and so later in the term they then write one in History about the Romans.

This writing will be the basis of our writing assessment so we can clearly see the pupils applying their writing knowledge in in other subject area. At least once a term this writing will be assessed.

7. Sharing

The final stage is that the pupils writing is shared with their audience. This does not always mean the writing has to be published but an opportunity to share with someone. It can be orally shared or through reading; printing or digital sharing. Across the year, the pupils must have a range of opportunities to share their writing.

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5. **Group time** Each group is invited to take apart in Drawing club a minimum of once a week, where they come to the table with the adult and recreate the image drawn in front of the whole class. As the teacher recreates the image in their own book, children draw along side them, discussing space, shape and vocabulary and building words and sentences.

Route map to teaching Writing - Year 1

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- **I Do** Modelling the writing knowledge to the children. Teachers will physically write and be 'thinking out loud' as a writer to show the pupils their thought processes.
- **We Do** The pupils practice the writing knowledge in a small group , pairs or individually on whiteboards etc.
- **You Do** Pupils independently write using this writing knowledge.

These 'mini writes' will involve practicing a small part of the final write so the pupils are practising something which has direct impact and increases productivity. These mini writes will help build up the final draft of their writing.

Step 3 is repeated at least 3 times from the features identified in step 2.

4. Planning

The pupils need to plan their final published writing based on the Audience and Purpose which will show them what form the final piece of writing needs to take. The teacher will clearly explain the Audience and purpose of the final write.

Again, the teacher will model the planning process, using the agreed planning structures from the school. We will use an example of good quality - possibly the initial High-Quality Text'. Any modelling of writing needs to go onto the Learning wall.

The pupils will use the 'mini writes' from Step 3 to help their planning - redrafting these and editing them to support their final writing.

5. Final Write

The pupils will use their planning to write their final write. This may be into their book or, if the form suits, may be written onto paper - for example, a leaflet which could be folded to make it look like a read leaflet as wherever possible we want these final writings to be shared with the target audience, for example, another year group, or published.

6. Application

When a genre has been taught in English, we need to plan to include that genre in another subject area to allow the children to apply their knowledge. For example, they have learnt how to write a non-chronological report in English and so later in the term they then write one in History about the Romans.

This writing will be the basis of our writing assessment so we can clearly see the pupils applying their writing knowledge in in other subject area. At least once a term this writing will be assessed.

7. Sharing

The final stage is that the pupils writing is shared with their audience. This does not always mean the writing has to be published but an opportunity to share with someone. It can be orally shared or through reading; printing or digital sharing. Across the year, the pupils must have a range of opportunities to share their writing.

How Is **Writing** Sequenced Throughout The School?

A = audience P = (writing) purpose F = form (that the writing will take)

	Key Theme 1	Key Theme 2	Key Theme 3	Key Theme 4
	Entertain	Inform	Persuade	Discuss
R	A = peers / care home term 4 F = story style sentences/ captions	A = peers/ parents term 6 F = Non fiction sentence writing		
1	Curious Quest - Term 1 A= Professor Klunk P = Entertain F = Narrative Curious Quest - Term 2 A= Professor Klunk P = Entertain F = Poetry	Curious Quest - Term 3 A= Professor Klunk P = Inform F - Non - Fiction Curious Quest Term 4 A= Professor Klunk P = Inform F = Recount/diary Curious Quest Term 5 A= Professor Klunk P = Inform F - Biography Curious Quest Term 6 A= Professor Klunk P = Inform F = Instructions		
2	A = Peers Term 1 F = Narrative A = Parents Term 2 F = Narrative	A = Peers Term 1 F = Fact file A = Peers Term 2 F = Instructions	A = Local MP Term 3 F = Letter A = Parents Term 5 F = Letter	

	<p>A = Year 1 Term 3 F = Poem</p> <p>A = Headteacher/Mrs Papandrea Term 4 F = Diary</p> <p>A = Peers Term 5 F = Narrative</p> <p>A = Headteacher Term 6 F = Narrative</p>	<p>A = Parents Term 2 F = Leaflet</p> <p>A = Parents Term 3 F = Information text</p> <p>A = Peers Term 4 F = Recount</p> <p>A = Peers Term 4 F = Fact file</p> <p>A = Peers Term 5 F = Instructions</p> <p>A = Year 3 Term 6 F = Diary</p> <p>A = Parents Term 6 F = Artist fact file</p>		
3	<p>A = Parents Term 1 F = Poetry</p> <p>A = Year 2 F = magic portal narratives Term 2</p> <p>A = Headteacher praise P = entertain F = diary from Coming Home Term 2</p> <p>P = entertain F = folk tale Term 3</p> <p>A = year 5 P = entertain F = narrative inspired by Pharaoh in my bath tub Term 4</p>	<p>A = Meerkats Zoo Term 1 F = Letters</p> <p>A = Peers Term 1 F = Leaflets on Africa</p> <p>A = class book Term 2 P = inform F = non chron report on stone age homes</p> <p>A = year 4 A = Parents P = inform F = instructions for making bags Term 3</p> <p>A = class book Term 4 P = inform F = factfile on Egyptian God</p>	<p>A = teacher feedback Term 3 P = persuade F = letter inspired by Cinnamon</p> <p>A = MP Term 6 P = persuade F = letters on climate change</p>	

	<p>A = parents Term 5 P = entertain F = poems based on the Song of the River</p>	<p>A = Teacher feedback Term 4 P = inform F = Egyptian diary</p> <p>A = peers Term 5 P = inform F = artist factfile inspired by coastal artist</p> <p>A = headteacher feedback Term 6 P = inform F = diary (Lila and the secret of the rain)</p> <p>A = share with Y1 Term 6 P = inform F = explanation</p>		
4	<p>A = Peers Term 1 F = description</p> <p>A = parents Term 1 F = poetry</p> <p>A = Year 3 Term 2 F = narrative</p> <p>A = Peers Term 3 F = narrative</p> <p>A = peers Term 3 F = poetry</p> <p>A = Peers Term 6 F = poetry</p> <p>A = parents term 6 F = narrative</p>	<p>A = Year 3 Term 1 F = non-chronological report</p> <p>A = parents Term 2 F = diary entry</p> <p>A = Year 2/3 Term 3 F = biography</p> <p>A = opposite class Term 4 F = information text</p> <p>A = parents Term 4 F = explanation</p> <p>A = peers Term 5 F = biography</p> <p>A = Year 3 term 5 F = factfile</p> <p>A = peers F = factfile term 6</p>	<p>A = Peers term 4 F = letter</p>	

5	<p>A = Year 4 F = Narrative</p> <p>A = Partner class F = Narrative</p> <p>A = Peers F = Poetry A = Peers F = Narrative Poetry</p> <p>A = Peers F = Description</p> <p>A = Peers F = Narrative</p> <p>A = Peers F = Character writing</p> <p>A = Peers F = Diary entry</p>	<p>A = Peers F = Recount</p> <p>A = Parents F = Non-chron report</p> <p>A = Year 6 F = Diary entry</p> <p>A = Parents F = Instructions</p> <p>A = Year 3 F = Fact File</p> <p>A = Parents F = Explanation</p>	<p>A = Year 2 F = Advertisement</p> <p>A = David Attenborough F = Letter</p>	<p>A = Year 6 F = Newspaper report</p> <p>A = Peers F = Balanced argument</p>

6	<p>A= Peers P=Setting description F=Narrative</p> <p>A=Parents P=Garden Express F=Poetry</p> <p>Term 1</p> <p>A=Peers and parents P=Remembrance F=Poetry</p> <p>A= Peers P=Entertain F=Narrative</p> <p>Term 2</p> <p>A = Peers P = Feelings and description F = Diary</p> <p>Term 3</p> <p>A = Peers P = Entertain F = Narrative</p> <p>A = Peers P = Entertain F = Diary</p> <p>Term 4</p> <p>A = Peers P = Entertain F = Narrative</p> <p>A = Peers</p>	<p>A=Peers P=Inform F= Biography</p> <p>Term 2</p> <p>A = Peers , another year group? P = Inform F = Information text</p> <p>A = Peers P = Inform F = Fact-file (Inuit)</p> <p>Term 3</p> <p>A = Peers P = Inform F = Biography</p> <p>Term 4</p> <p>A = Principal P = Inform F = Letter</p> <p>Term 5</p> <p>A = Peers P = Inform F = Factfile</p> <p>Term 6</p>	<p>A= Peers P=Different viewpoints F= Balanced argument</p> <p>Term 1</p>	
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P = Entertain
F = Poetry

Term 5

What Are The End Points For Each Year In Writing?

	Composition	Sentence Structure	Spelling	Handwriting
R	<p>Write simple phrases and sentences that can be read by others.</p> <p>R.6. Write simple phrases and sentences that can be read by others.</p> <p>R.7. Write sentences that can be read by others.</p> <p>R.8. Re-read what they ,have written to check that it makes sense</p>	<p>R.9. Experiment with using capital letters</p> <p>R.10. Experiment with full stops in independent writing</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>R.1. Spell words by identifying the sounds and then writing the letter/s</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>R.2. Hold a pencil effectively in preparation for independent & fluent writing using tripod grip</p> <p>R.3. Write recognisable letters</p> <p>R.4. Leave a space between words.</p> <p>R.5. Form the letter in the correct sequence</p>
1	<p>1.1. Orally rehearse what they are going to write</p> <p>1.2. To write sentences in order to create short narratives and non-fiction texts.</p> <p>1.3. Write narrative with a simple beginning, middle and end</p> <p>1.4. To use adjectives to describe.</p> <p>1.5. Starting to use simple noun phrase, using words linked to topic</p> <p>1.6. To use some features of different text types (although these may not be consistent).</p>	<p>1.9. Capital letters for names,</p> <p>1.10. Capital letters for places,</p> <p>1.11. Capital letters for days of the week</p> <p>1.12. Capital letters for personal pronoun I</p> <p>1.13. Full stops to end sentences</p> <p>1.14. To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>1.15. Spell some KS1 common exception words and making phonically-plausible attempts at others.</p>	<p>1.16. Begin to form lower-case letters in correct direction,</p> <p>1.17. starting and distinguishing in right place.</p> <p>1.18. Form capital letters and digits 0-9</p> <p>1.19. Begin to use finger spaces in own writing</p> <p>1.20. Begin to understand which letters belong to which handwriting 'families'</p>

	<p>1.7. Non-fiction structures are used appropriately</p> <p>1.8. To reread their writing to check that it makes sense and make suggested changes</p>			
2	<p>2.1. Write a simple, coherent narrative about their own and others' experiences (real and fictional)</p> <p>2.2. <i>Use simple openers/introductions to sequence writing [NIT]</i></p> <p>2.3. <i>Connect ideas using a range of techniques e.g. conjunctions, numbered steps, headings [NIT]</i></p> <p>2.4. writing about real events, recording these simply and clearly</p> <p>2.5. <i>using expanded noun phrases for description and specification [NIT]</i></p> <p>2.6. WRITE EFFECTIVELY AND COHERENTLY FOR DIFFERENT PURPOSES, DRAWING ON THEIR READING TO INFORM THE VOCABULARY AND GRAMMAR OF THEIR WRITING [GDS]</p> <p>2.7. MAKING SIMPLE ADDITIONS, REVISIONS AND PROOF-READING CORRECTIONS TO THEIR OWN WRITING [GDS]</p>	<p>2.8. Demarcates most sentences with capital letters and full stops</p> <p>2.9. Uses question marks correctly when required</p> <p>2.10. <i>Use exclamation marks to write different sentence types [NIT]</i></p> <p>USE THE FULL RANGE OF PUNCTUATION TAUGHT AT KS1 MOSTLY CORRECTLY [GDS]</p> <p>2.11. <i>Commas to separate items in a list. [NIT]</i></p> <p>2.12. <i>Begin to use apostrophes to mark where missing letters are and for possession. [NIT]</i></p> <p>2.13. use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses</p> <p>2.14. using present and past tense mostly correctly and consistently</p>	<p>2.15. segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>2.16. spelling many KS1 common exception words* and SPELL MOST COMMON EXCEPTION WORDS* [GDS]</p> <p>2.17. ADD SUFFIXES TO SPELL MOST WORDS CORRECTLY IN THEIR WRITING (E.G. -MENT, -NESS, -FUL, - LESS, -LY)* [GDS]</p>	<p>2.18. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>2.19. Using spacing between words that reflects the size of the letters.</p> <p>2.20. USE THE DIAGONAL AND HORIZONTAL STROKES NEEDED TO JOIN SOME LETTERS [GDS]</p>
3	<p>3.1. Narratives are developed through clear, sequence sentences.</p> <p>3.2. Settings and characters are described with more detail</p> <p>3.3. Ideas are developed from own reading and shared writing.</p> <p>3.4. Starting to use paragraphs as a way to group material.</p>	<p>3.9. Pupils consistently and accurately use full stops, question marks and exclamation marks.</p> <p>3.10. Commas are beginning to be used to separate simple fronted adverbials. Commas are used to separate items in a list (no commas appears before the 'and' in a list).</p>	<p>3.17. Spells some of 3 / 4 words mostly correctly in own writing</p> <p>3.18. Uses a dictionary with growing accuracy to spell more challenging words</p>	<p>3.19. Writing with more speed and legibility and maintaining orientation and letter formation accuracy.</p> <p>3.20. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters,</p>

	<p>3.5. Expanded noun phrases are developed and use appropriate determiner for nouns.</p> <p>3.6. Careful choice of vocabulary is being developed</p> <p>3.7. Use headings and sub-headings to aid presentation</p> <p>3.8. Proof-read own work to check for meaning and tense. Make edits to vocab choices with teacher support and independent.</p>	<p>3.11. Use apostrophes for contractions consistently</p> <p>3.12. Apostrophes are used to indicate singular and plural possession</p> <p>3.13. Begin to use inverted commas to punctuate direct speech</p> <p>3.14. Using conjunctions to express time, place and cause.</p> <p>3.15. Extending sentences to more than one clause through use of conjunctions</p> <p>3.16. Use the present perfect form of verbs instead of the simple past (<i>for example, He has gone out to play</i>)</p>		<p>when adjacent to one another, are best left unjoined</p>
4	<p>4.1. Settings, character and plot are described in narrative writing.</p> <p>4.2. Increase range sentence structures to include fronted adverbial clauses.</p> <p>4.3. Uses nouns and pronouns to avoid repetition.</p> <p>4.4. Using paragraphs to organise ideas around a theme/point..</p> <p>4.5. Writing is planned to match purpose.</p> <p>4.6. Noun phrases are expanded with modifying adjectives and prepositional phrases</p> <p>4.7. Sometimes use words effectively and deliberately to create desired effect</p> <p>4.8. Proofread consistently making amendments to own and others writing.</p>	<p>4.10. Use a variety of sentence types and varying sentence length.</p> <p>4.11. Commas are used to separate simple fronted adverbials.</p> <p>4.12. Commas are used to separate items in a list (no commas appears before the 'and' in a list).</p> <p>4.13. Consistently use apostrophes for possession throughout writing</p> <p>4.14. Use of inverted commas to indicate direct speech</p> <p>4.15. securing use of punctuate within speech e.g. use of commas after responding clause.</p> <p>4.16. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions which are sometimes in varied positions within sentences</p>	<p>4.18. Spells most range of 4 / 4 words correctly in writing</p> <p>4.19. Uses a dictionary with confidence and accuracy to spell more challenging words</p>	<p>4.20. Increase the legibility, consistency and quality of their handwriting [for the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>

	4.9. Make edits to vocabulary choices and phrases within writing, suggested by teacher or themselves	4.17. Maintain tenses throughout a piece of writing.		
5	<p>5.1. In narrative writing, settings, character are described with attempts to describe atmosphere using literacy techniques (<i>e.g. metaphors, similes.</i>)</p> <p>5.2. Linking ideas across paragraphs using different cohesive devices.</p> <p>5.3. Dialogue is used to show a character's personality or intent.</p> <p>5.4. Use wider range of clause structures in narrative writing.</p> <p>5.5. Using expanded noun phrases to convey complicated information concisely.</p> <p>5.6. Uses vocabulary from own reading for effect</p> <p>5.7. Proofread own writing, removing unnecessary/irrelevant detail. Suggest and make improvements</p>	<p>5.8. Punctuating single and multi-clause sentences accurately.</p> <p>5.9. Use relative clauses beginning with a relative pronoun.</p> <p>5.10. Use modal verbs (<i>for example, might, should, will, must</i>) to indicate degrees of possibility.</p> <p>5.11. Use adverbs (<i>for example, perhaps, surely</i>) to indicate degrees of possibility.</p> <p>5.12. Brackets, dashes or commas to indicate parenthesis</p> <p>5.13. Commas used to clarify meaning,</p> <p>5.14. Use of bullet points as a structure and device tool</p> <p>5.15. Consistent use of speech punctuation</p> <p>5.16. Use a wider range of linking words and phrases between sentences and paragraphs to aid cohesion, including time, place and adverbials</p> <p>5.17. Ensure consistent and accurate use of tense throughout pieces of writing.</p>	<p>5.18. Spells most of 3/4 words correctly and a developing range of 5/6 words in writing</p> <p>5.19. Attempts more ambitious spellings using word knowledge and/or dictionaries.</p>	1.20. Write legibly, fluently and with increasing speed



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- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (*e.g. the use of the first person in a diary; direct address in instructions and persuasive writing*)
- **WRITE EFFECTIVELY FOR A RANGE OF PURPOSES AND AUDIENCES, SELECTING THE APPROPRIATE FORM AND DRAWING INDEPENDENTLY ON WHAT THEY HAVE READ AS MODELS FOR THEIR OWN WRITING (E.G. LITERARY LANGUAGE, CHARACTERISATION, STRUCTURE) [GDS]**
- **EXERCISE AN ASSURED AND CONSCIOUS CONTROL OVER LEVELS OF FORMALITY, PARTICULARLY THROUGH MANIPULATING GRAMMAR AND VOCABULARY TO ACHIEVE THIS [GDS]**
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (*e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility*)
- use a range of devices to build cohesion (*e.g. conjunctions, adverbials of time and place, pronouns, synonyms*) within and across paragraphs
- use the range of punctuation taught at key stage 2 mostly correctly^ (*e.g. inverted commas and other punctuation to indicate direct speech*)
- **DISTINGUISH BETWEEN THE LANGUAGE OF SPEECH AND WRITING AND CHOOSE THE APPROPRIATE REGISTER [GDS]**
- **USE THE RANGE OF PUNCTUATION TAUGHT AT KEY STAGE 2 CORRECTLY (E.G. SEMI-COLONS, DASHES, COLONS, HYPHENS) AND, WHEN NECESSARY, USE SUCH PUNCTUATION PRECISELY TO ENHANCE MEANING AND AVOID AMBIGUITY.^ [GDS]**
- use verb tenses consistently and correctly throughout their writing
- spell correctly most words from the year 5/6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed