

Writing curriculum		Newstead Primary School		INTENT
Transcription Spelling	EYFS	Year 1		Year 2
Phonics and spelling rules	30 – 50 months 40 – 60 months Early Learning Goals To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds.	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit,	Spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down);	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: - the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); - the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); - adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; - adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); - adding -ing, -ed, -er, -est and -y to words of one syllable ending in a

		carrot); - the /tʃ/ sound is usually spelt as 'tch' and exceptions; - the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); - adding -s and -es to words (plural of nouns and the third person singular of verbs); - adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); - adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);	- 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); - spelling words ending with -y (e.g. funny, party, family); - spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); - using 'k' for the /k/ sound (e.g. sketch, kit, skin).	single consonant letter after a single vowel letter (including exceptions); - the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); - the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); - the /i:/ sound spelt -ey; the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); - the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) - the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); - the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ:/ sound spelt 's' (e.g. television, usual).
Common Exception Words	To write some irregular common words	To spell all Y1 common exception words correctly. To spell days of the week correctly.		To spell most Y1 and Y2 common exception words correctly.

Prefixes and suffixes		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
Further spelling conventions		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

Transcription Handwriting	EYFS		Year 1	Year 2
Letter Formation, Placement and positioning	To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.

Composition	EYFS		Year 1	Year 2
Planning, writing and editing	To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.	To link statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative. To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

Awareness of audience, Purpose and Structure	To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.
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Vocabulary Grammar and punctuation	EYFS	Year 1	Year 2
Sentence construction and tense	To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.
Use of Phrases and clauses	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.
Use of terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Writing curriculum		Newstead Primary School			INTENT
Transcription Spelling	Year 3	Year 4	Year 5	Year 6	
Phonics and spelling rules	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, Horrible /horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).	
Common Exception Words	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.	

Prefixes and suffixes	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
Further spelling conventions	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Transcription Handwriting	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and positioning	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that 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. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Composition	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To 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. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to precise longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of audience, Purpose and Structure	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action.	To 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 (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).

	structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	
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Vocabulary Grammar and punctuation	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of Phrases and clauses	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To 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. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

Punctuation	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Writing Framework		Newstead Primary School		Implementation
	EYFS	KS1	KS2	
Pedagogical approach and strategies	Adult-led and child-initiated activities Use of the Talk for Writing Process Develop talk as a precursor to writing Put meaning to marks Develop fine motor skills Phonics Colourful Semantics	Use of the Talk for Writing Process Use of a stimulus- wow starters, Images, books, video, drama, poetry and experiences are used as a stimulus for writing Use of a model text Text investigation- structures, features, layout, grammar, vocab, sentences structure Talk for writing activities Oral rehearsal Shared and modelled writing is used to teach how to create and shape texts Guided writing for groups Independent writing Phonics for spelling Drafting and improving Spellings are explicitly taught Phoneme frames used for spellings 'Have a go.' Feedback verbally and through marking Colourful Semantics	Use of the Talk for Writing Process Use of a stimulus- wow starters, Images, books, video, drama, poetry and experiences are used as a stimulus for writing Use of a model text Text investigation- structures, features, layout, grammar, vocab, sentences structure Talk for writing activities Oral rehearsal Shared and modelled writing is used to teach how to create and shape texts Guided writing for groups Independent writing Drafting and improving Spellings are explicitly taught 'Have a go' sheets to test spelling in back of books Feedback verbally and through marking Colourful Semantics	
Spelling	Spelling is developed through phonics sessions Topic words/ words from the model text Common Exception words Spelling challenges	Spelling is developed through phonics sessions Babcock Spelling program Y2 Topic words/Tier 2 words from the model text Common Exception words Spelling challenges	Babcock Spelling program Topic words/Tier 2 words from the model text Spelling challenges Common Exception words	
Handwriting	Develop fine motor skills Dough disco School's own handwriting approach (See Newstead Primary Handwriting policy and progression)	School's own handwriting approach (See Newstead Primary Handwriting policy and progression)	School's own handwriting approach (See Newstead Primary Handwriting policy and progression) Common Exceptions words	

Timetabling	Continuous provision	Daily English lesson English lesson 11-12.15 Topic sessions PM	Daily English lesson English lesson 11-12.15 Topic sessions PM
Writing across the curriculum	Continuous provision	Hot and cold writing Independent writing Daily short burst writing	Hot and cold writing Independent writing Daily short burst writing
Grammar	Developed through talk activities	Taught through the Talk for Writing curriculum (see Talk for Writing progression of skills and coverage document) Daily grammar starter activities	Taught through the Talk for Writing curriculum (see Talk for Writing progression of skills and coverage document) Daily grammar starter activities
Vocabulary	Developed through talk activities Cross-curricular vocab from Focus knowledge mats	Tier 2 words taken from the class texts and Talk for Writing model texts are investigated and built on. Synonyms are discussed and displayed to help commit to memory Activities are used to engage with tier 2 vocab Cross-curricular vocab from Focus knowledge mats	Tier 2 words taken from the class texts and Talk for Writing model texts are investigated and built on. Synonyms are discussed and displayed to help commit to memory Activities are used to engage with tier 2 vocab Cross-curricular vocab from Focus knowledge mats
Talk for writing	Role-play	Pie Corbett: Drama, role-play, hot-seating, conscience alley Oral retelling using a story map Chatta	Pie Corbett: drama, role-play, hot-seating, conscience alley Oral retelling using a story map Chatta

Composition	Mark-making	Modelled and shared writing using story maps or similar Boxing up	Modelled and shared writing using story maps or similar Boxing up
Expectations for recording children's work	Cold write/oral activity at the start of a unit of work to assess prior knowledge Daily short burst writing/oral activity and poetry Hot write/oral activity at the end of a unit Independent writing/oral activity at the end of a unit to assess	Cold write at the start of a unit of work to assess prior knowledge Daily short burst writing and poetry Hot write at the end of a unit	Cold write at the start of a unit of work to assess prior knowledge Daily short burst writing and poetry Hot write at the end of a unit Independent writing at the end of a unit to assess
Environment	Speed sound chart on display Common exception words Non-negotiable spellings displayed New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed Use of a Talk for Writing washing line English learning wall Shared/modelled writing on display	Speed sound chart on display Common exception words New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed Use of a Talk for Writing washing line English learning wall Shared/modelled writing on display	Speed sound chart on display Common exception words New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed Use of a Talk for Writing washing line English learning wall Shared/modelled writing on display
Interventions inc SEND provision		Intervention groups linked to Pupil Progress Handwriting intervention	Intervention groups linked to Pupil Progress Handwriting intervention

**Feedback,
editing and
improving**

Feedback at the point of teaching
Incorrect spellings underlined for correcting

Feedback at the point of teaching

Writing Framework		Newstead Primary School		IMPACT
	EYFS	KS1	KS2	
Assessment	Phonics assessments (write the grapheme heard) Writing books (formative assessment) Half termly writing assessments Hot and cold tasks	Phonics assessments (write the grapheme heard) Writing books (formative assessment) Hot, cold and independent writing Spelling Challenges Termly GaPS assessments	Writing books (formative assessment) Hot, cold and independent writing Spelling Challenges Termly GaPS assessments	
Monitoring	Learning walks Observations Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	

Newstead Year 1 and 2 – CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – Meerkat Mail by Oliver Jeffers Toolkit – Settings Writing Outcome – Write own story set in a hot or cold place.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text – Old Bear by Jane Hissey. Toolkit – Description Writing Outcome – Write own rescue story with description.		Fiction 5 weeks Text – Little Red Riding Hood Toolkit – Character Writing Outcome – Write own version of a new fairy tale.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – Looking after a bear Text type / Toolkit – Instructions Writing Outcome – Write a set of instructions for making bread.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – Non-chronological report of meerkats Toolkit - Information Writing Outcome – Information text about a penguin.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – All about Dragons Toolkit– Information Writing Outcome – Write and information text about a wolf
	Poetry 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Great Fire of London	Seasonal changes inc hot and cold places	Animals
2 nd	What was my grandparents childhood like?	How different would my life be in Kenya?	Plants

Newstead Year 1 and 2 – CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – The Owl who was afraid of the dark by Jill Tomlinson Toolkit – Character Writing Outcome – Write own story about overcoming fear.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text – The Lighthouse Keepers Lunch by Ronda and David Armitage Toolkit – description Writing Outcome – Write a story about a food thief.		Fiction 5 weeks Text – Where the wild things are by Maurice Sendak Toolkit – Setting Writing Outcome – Write own story with a change of setting.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – A set of instructions of how to make biscuits. Toolkit - Instruction Writing Outcome – Write an instruction of how to make a sandwich.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – The Beautiful Blue Whale Toolkit – Information Writing Outcome – Write an information text about a nocturnal animal.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – What can you find in the forest. Toolkit – Information Writing Outcome – Write an information text about what you can find at the seaside.
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	Our bodies and being healthy	Florence Nightingale	Habitats and materials
2 nd	Victorians	The UK and where I live	The seaside

Newstead Year 3 – CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text –Orian and the Dark by Emma Yarlett Toolkit – Character Model Text- Orian and the Dark Writing Outcome – Write own beating the monster/overcoming a fear story	Whole School Invention 2 weeks Text –The Promise by Nicola Davis Toolkit – Dialogue Model Text- The Promise Writing Outcome – Write own character change story
	Fiction Unit 5 weeks Text –Escape from Pompeii by Christina Balit Toolkit – Setting with mood and atmosphere Model Text- Escape from Pompeii Writing Outcome – Write own journey/disaster story		
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Non-chronological report Model Text: Who were the Romans? Outcome: Report about Roman daily life	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Instructions Model Text: How to play Hop Scotch Outcome: Instructions for a different game	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Diary Model Text: My day in the mill Outcome: My day down the coal mine
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Romans inc The Mediterranean	What would you have done after school 100 years ago?	Mills, Mining and Landscape
2 nd	The digestive system	Sound	Plants and Living Things

Newstead Year 3 – CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – Stone Age Boy by Satoshi Kitamura Toolkit – Setting, mood and atmosphere Model Text – A step back in Time Writing Outcome – Write their own portal story.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text –Theseus and the Minotaur Marcia Williams Toolkit – Character Model Text- Theseus and the Minotaur Writing Outcome – Beating the monster story		Fiction 5 weeks Text – The Flower by John Light Toolkit – Dialogue Model Text – The Flower Writing Outcome – Write own wishing tale
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Explanation Model Text: What is a volcano? Outcome: What are earthquakes?	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Recount Model Text: Recount - A day at the zoo Outcome: Recount- Visit to Cresswell Crag	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Information Text Model Text: Recount – River Unicorn (T4W) Outcome: Recount- _____ Unicorn
	Poetry4 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	Ancient Greeks inc Volcanos and Earthquakes	Stone Age to Iron Age	The UK
2 nd	Rocks and Soil / Magnets and Forces	Skeletons and Muscles	Light and Dark

Newstead Year 4 and 5– CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text: Robin of Sherwood by Michael Morpurgo Toolkit: Suspense/atmosphere Model Text: Robin's Rescue Outcome: Write own rescue story	Text: The Jamie Drake Equation by Christopher edge Toolkit: Setting/atmosphere Model Text: Alien Landing Outcome: Own UFO story	Fiction 5 weeks Text: How to train your dragon by C. Cowell Toolkit: Description Model Text: The vengeance of Smaug Outcome: Own fantasy story with description of a fantasy character.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Explanation Model Text: Why do earthquakes happen? Outcome: How are rivers formed?	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Journalistic writing Model Text: UFO spotted! Outcome: Newspaper report about the moon landing	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Persuasion Model Text: Persuasive letter to a river troll Outcome: Persuasive letter to another mythical/fairytale character
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Nottingham	Earth and Space	The Normans
2 nd	Gunpowder, Plot and Treason	Forces and Electricity	Solids, Liquids and Gases

Newstead Year 4 and 5 –CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text: The time-travelling cat and the Egyptian goddess by J. Jarman Toolkit: Character Model Text: The Lucky Scarab Outcome: Write own portal story with character description	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text: The Explorer by K. Rundell Toolkit: Setting Model Text: Amazon treasure Outcome: Write own journey story with descriptive setting		Fiction 5 weeks Text: Beowulf by M. Morpurgo Toolkit: Action Model Text: Beowulf fights the monster Outcome: Write own action story
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Information text (NCR) Model Text: Poison dart frog - the weaponised amphibian Outcome: Write own NCR on a chosen rainforest animal	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Instructions Model Text: How to build a pyramid Outcome: How to make a mummy	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Argument Model Text: Do monsters like Grendal really exist? Outcome: Write an argument about the existence of another mythical creature.
	Poetry 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	South America, inc Brazil	The Egyptians	Anglo-Saxons
2 nd	Rainforests	Changes to materials	Life Cycles

Newstead Year 6– CYCLE A and B– LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text: Pigheart Boy by M.Blackman Toolkit: Suspense Model Text: All alone Outcome: Write story with suspense	Independent Writing Opportunities using toolkits Possible stimulus: The Delivery, The Piano, Kensuke's Kingdom, The Highway man - Extended Writing - Observational Poetry - Narrative opening and build up - Creating contrasting mood / atmosphere - Conveying Character - Factual and personal recounts - Persuasive letter - Discussion
	Fiction Unit 5 weeks Text: Odd and the Frost Giants by N. Gaiman Toolkit: Setting/atmosphere Model Text: Odin creates the world Outcome: Write own Viking Saga		
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Persuasion Model Text: Persuade a Viking to come and live in the 21 st century home Outcome: Persuade a Viking to live in the 21 st century	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Discussion Model Text: Should children under 13 use social media? Outcome: Discuss use of pig heart in human transplant	Memories (poetry) Or This is me (autobiography)
	Poetry 1 week and 4 days	Poetry 2 weeks	
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	The Vikings	Circulatory System	Maya Civilisation
2 nd	Evolution and Inheritance	Mapping	Light and Electricity

Talk for Writing Progression of skills and coverage.

Year 2

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Grammar
Consolidate Year 1 list Introduce: <u>Fiction</u> Secure use of planning tools: Story map / story mountain story grids/ 'Boxing- up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i>	Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.) Types of sentences: Statements Questions Exclamations Commands -‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) Complex sentences (Subordination) using:	Consolidate Year 1 list Introduce: Prepositions: <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch slimy slugs</i> Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in</i>	Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. <i>Fortunately,....</i> <i>Slow ly,....</i> Speech bubbles	<u>Consolidate:</u> Punctuation - Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Coordinating conjunctions - Speech bubble - Bullet points - Suffixes/prefixes Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’ <u>Introduce:</u>

Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. <u>Non-Fiction</u> Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences/ sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense	Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i>	<i>the wood.</i> Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs.... Some cats.... Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form	/inverted commas for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i> Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name	Apostrophe (contractions and singular possession) Simple past Simple present Tense consistency Commas for description Commas in lists Inverted commas Verb / adverb Statement Question Exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Past progressive Adjective / noun Noun phrases Generalisers
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versus past tense throughout texts		comparisons of adjectives and adverbs		Subordinating conjunctions
Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting.</i>				

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Grammar
Consolidate Year 5 list Fiction Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation	Consolidate Year 5 list Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally</i>	Consolidate Year 5 list Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i>	Consolidate Year 5 list Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Inverted commas' • Direct speech • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for lists, after a fronted adverbial and sentence of 3 –

<u>Non-fiction:</u> Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across	<i>dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i>			description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash • Commas to clarify meaning Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Subordinate conjunction Adverbial Fronted adverbial Rhetorical question Simple past and present Perfect form Standard English Formal/informal vocab
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paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text				Formal/informal structures <i>Present and past progressive</i> <i>present perfect; past perfect</i> Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia <u>Introduce:</u> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Single dashes • Bullet points • Ellipsis <i>Subjunctive verb forms</i>
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The Talk for Writing process

www.talk4writing.com

Baseline assessment

cold task = 'have a go' (at least a week before unit)
- set targets

Planning

- Decide on key language focus
- Adapt model text & decide how it can be innovated
- Test model:
 - box-it-up
 - analyse it
 - plan toolkit



1. Imitation

- Creative hook & context
- Warm up/embed words, phrases, grammar & short-burst writing – revisit throughout
- Internalise model text – text map
- Deepen understanding e.g. drama
- Reading as a reader:
 - vocab
 - comprehension
- Reading as a writer:
 - box-up text
 - analyse features
 - co-construct toolkit



Three Learning Goals



2. Innovation

- Create new plan: map/box-up & talk the text
- Shared writing – innovate on model
- Pupils write own version & guided writing: peer assess
- Teacher assesses work – plans next steps
- Feedback and improvement



3. Independent application

- Next steps based on assessment
- Pupils write independently



Final assessment

- Compare
- Assess progress



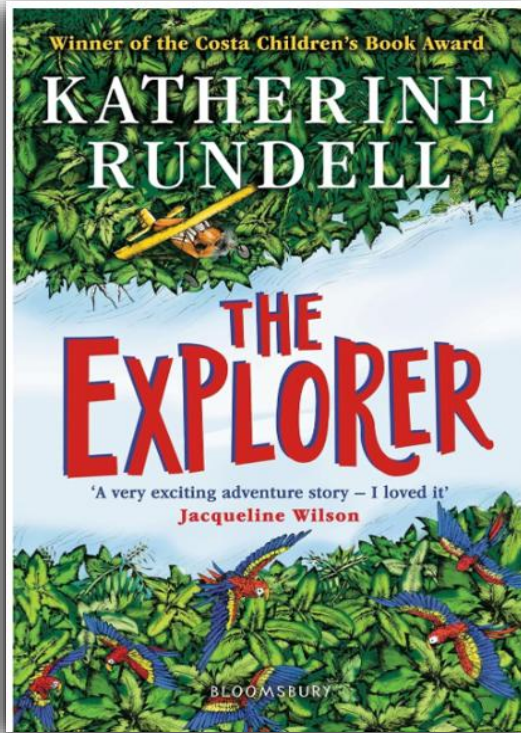
Talk for Writing Planning

Year 4/5

Term 1 Fiction Unit

Focus: Setting description

Class Text: **The Explorer by Katherine Rundell**



Model Text: Amazonian Treasure



National Curriculum objectives to be covered		Tools and techniques to be taught
Year 4	Year 5	
• Use capital letters and full stops precisely • Use question marks and exclamation marks correctly • Use apostrophes for contraction accurately • Commas after adverb and prepositions of time starters eg. <i>First, we visited the rainforest display.</i> • Use paragraphs in longer pieces of writing to show shifts of time or chronology • Use some simple expanded noun phrases, i.e. one adjective plus noun (<i>the stormy sea</i>) • Select appropriate adjectives to describe people, places and objects • Use adverbs to modify verbs, adverbs and adjectives • Use simple coordinating conjunctions [<i>and, but, or, yet, so</i>]	• Commas for lists and some use of colon to indicate list • Use apostrophes for contraction and singular possession accurately • Use appropriate adjectives or adverbs to enhance description • Appropriate division of work into paragraphs to indicate shifts in time, place, theme • Use some expanded noun phrases including preposition phrases (<i>the strict maths teacher with curly hair</i>) • Use adverbials both within and to start sentences demarcated by a comma. • Use compound sentences accurately making use of coordinating conjunctions (<i>for, and nor, but or, yet, so</i>) • Use subordinating conjunctions as sentence starters in two clause complex sentences • Set out dialogue increasingly accurately incorporating new speaker, new line and two sentences within speech with a comma for the reported clause i.e. "Where did that beanstalk come from?" asked Jack. "I wonder if it leads anywhere."	<u>Show the reader what is happening in the setting</u> Describe 2 actions happening at the same time <i>E.g. Howler monkeys screeched as they swung from vine to vine along the riverbank and the sound of buzzing insects filled the thick, moist air.</i> <u>Show the reader what the setting looks like</u> Sentence of three for description <i>E.g. Sparkling jewels, heavy golden chains and decorated goblets gleamed in the brilliant sunlight.</i> Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. <i>E.g. The cabin, which would be their home for the next two weeks smelt of warm wood and clean sheets.</i> <u>Show character reactions to the setting</u> Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i> <u>Use a change of setting to create atmosphere</u> Elaboration of starters using adverbial phrases/clauses <i>E.g. Cautiously, they crept inside where it was dark and damp.</i> <i>E.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</i>

• Use "" and , ! ? . to punctuate direct speech accurately, with integrated description.		
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	1	2	3	4	5
Lesson focus	Preparation short-burst writing	Preparation short-burst writing	CREATIVE HOOK	Internalise text Part 1 Book Talk Vocabulary teaching	Internalise text Part 2 Drama/Writing in role
Daily sentence/grammar practice	List 3 adjectives for each noun presented.	Create a bank of prepositions	Editor: Spot the mistakes in the paragraph – missing punctuation, was/were	Collect synonyms for said	Recap speech writing rules.
Teaching input	Work with the children to draft a settings toolkit, reactivating prior knowledge of writerly techniques and grammar to support the writing. Shared spine poem using this image 	Brainstorm and bank some dramatic openers with the children. For example: • <i>Cautiously, ...</i> • <i>Silently, ...</i> • <i>Without warning, ...</i> • <i>At that moment, ...</i> • <i>Without thinking, ...</i>	Show the children this image of a ring:  Explain that it is priceless and has gone missing in South America and may be anywhere in the world. Show the children the information sheet giving details.	Oral storytelling Internalise section 1. Vocabulary teaching: <i>Venturing</i> <i>Reveal</i> <i>Accustomed</i> <i>loot</i> Child-friendly definitions <i>My turn Your turn</i> Activate: Spin Challenge: • Synonym • Word class • Root word • Syllables <i>Describe something you would become accustomed to.</i>	Internalise section 2. Drama activity: act out scene where the children enter the cave up to them leaving. Pause and question about what they can see and how they are feeling.

Pupil activities to support learning	Independent spine poem linked to this image: 	Have the children create atmosphere by taking a character into this setting. 	Have children prepare a 'lost' poster giving details about the priceless ring and offering a reward.	Book Talk: Have you heard any other stories like this? How did they compare? Which parts of the story stay in your mind most vividly? What was the problem in the story? What surprises are there in the story? How long did it take the story to happen? Where did the story happen? Which character interested you most? Who was telling the story? Create a book cover.	Draw the map using clues from the story.
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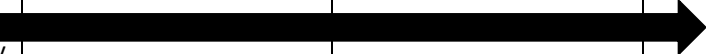
	6	7	8	9	10
Lesson focus	Internalise text Part 3 Linked grammar teaching + SBW	Internalise text Part 4 Linked grammar teaching + SBW	Short-burst writing to rehearse grammar in context	Read as a Reader Read as a Writer Toolkit co-construction	
Daily sentence/grammar practice	Create a bank of reaction words/phrases: Gaspd, astonished, held their breath, they froze, they realised that...	Add 2/3 adjectives to a given noun. Use a comma where needed.	Practise using -ed and --ing starters: Joe turned off the light.	Add to a reporting clause: "Keep a look out for river dolphins," cried Dad, <u>grabbing his binoculars and climbing off the boat.</u>	Add a relative clause: The cabin smelt of warm wood and clean sheets.

			Exhausted, Joe turned off the light.		The cabin, <u>which would be their home for the next two weeks</u> , smelt of warm wood and clean sheets.
Teaching input	Internalise section 3. Starter: Sentence Doctor Wet leaves touched their faces and feather-like ferns touched their ankles. Analyse pattern: Howler monkeys screeched as they swung from vine to vine along the riverbank and the sound of buzzing insects filled the thick, moist air. Innovate on the pattern to describe what two jungle creatures are doing at the same time.	Internalise section 4. Starter: Sentence Doctor <i>Suddenly, they ran home.</i> Analyse pattern: Sparkling jewels, heavy golden chains and decorated goblets gleamed in the brilliant sunlight. Focus on choice of adjectives to create a detailed image. Explore other ways that the same effect could be created. E.g. simile, alliteration	Have the children rehearse the grammar by using in the context of a paragraph that takes a character into this setting: 	Shared exploration of the text as readers – annotate first 2 paragraphs as shared activity. Children independently explore the rest of the text as readers – annotating own copies of the text. Pull together what we have discovered into the toolkit – <i>what have we learnt about what (tools) we could do as writers and how (techniques) we could achieve this?</i> e.g. <u>Show the reader what is happening in the setting</u> <u>Describe 2 actions happening at the same time</u> <i>E.g. Howler monkeys screeched as they swung from vine to vine along the riverbank and the sound of buzzing insects filled the thick, moist air.</i> <u>Show the reader what the setting looks like</u>	

Pupil activities to support learning	SBW – innovate on the sentence pattern and then place the sentence in a 3-sentence paragraph. Explore different placement of the innovated sentence.	What else could be in the chest? Innovate on the sentence pattern. Illustrate.		Sentence of three for description <i>E.g. Sparkling jewels, heavy golden chains and decorated goblets gleamed in the brilliant sunlight.</i> Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. <i>E.g. The cabin, which would be their home for the next two weeks smelt of warm wood and clean sheets.</i> <u>Show character reactions to the setting</u> Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> <u>Use a change of setting to create atmosphere</u> Elaboration of starters using adverbial phrases/clauses <i>E.g. Cautiously, they crept inside where it was dark and damp.</i> <i>E.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</i>	
				Teach how to show character reactions using speech. Analyse: “Look!” she gasped, venturing forward. Identify: speech + verb + action Spot other examples. Children write a paragraph using a picture stimulus. Include character reactions.	Teach how to change the setting to create atmosphere. Create a bank of starters for a change of atmosphere. Analyse: Cautiously, they crept inside where it was dark and damp. Innovate on the pattern and move a character from one setting to another to build tension. Children complete SBW to practise.

	11	12	13	14	15												
Lesson focus	Short-burst writing to practise the toolkit		SBW writing to practise the toolkit Box-up model – explore underlying pattern	Gather ideas for innovation Box-up innovation	Writerly research Gather language/ phrases Short-burst writing to develop ideas												
Daily sentence/grammar practice	Revise use of co-ordinating conjunctions.	Revise subordinating conjunctions.	Spot the mistake – apostrophes for contractions.	Add a relative clause to a sentence.	Identify the prepositions in a sentence.												
Teaching input	Provide the with the following video clip ‘Stalked by a jaguar; up to 2:40 mins to stimulate some setting description using the toolkit. https://www.youtube.com/watch?v=NN_Img4rMZw 		Box up – model first then find the pattern. <table border="1"><thead><tr><th>Amazonian Treasure</th><th>Underlying Pattern</th></tr></thead><tbody><tr><td>Joe and Jenny are on a river cruise with their dad.</td><td>MCs are on holiday.</td></tr><tr><td>Jenny discovers there is treasure hidden in a cave nearby.</td><td>They learn of something hidden and want to find it.</td></tr><tr><td>The children sneak off to the cave and find the treasure. They are trapped by Amazonians who demand the treasure back.</td><td>They go to find it and get trapped.</td></tr><tr><td>They give back the treasure and are set free.</td><td>They escape.</td></tr><tr><td>They return to the river cruise.</td><td>They return to their holiday accommodation.</td></tr></tbody></table>	Amazonian Treasure	Underlying Pattern	Joe and Jenny are on a river cruise with their dad.	MCs are on holiday.	Jenny discovers there is treasure hidden in a cave nearby.	They learn of something hidden and want to find it.	The children sneak off to the cave and find the treasure. They are trapped by Amazonians who demand the treasure back.	They go to find it and get trapped.	They give back the treasure and are set free.	They escape.	They return to the river cruise.	They return to their holiday accommodation.	Gather and bank ideas for aspects that children will need in a new story e.g. • mysterious settings • characters • objects/animals within the setting • character reactions Use some of the ideas to box up a class innovation with the children. Children box up their innovation.	Once the children have decided on where their story will be set, give them time to explore (using the toolkit) phrases and imagery that they could use in their story. Have them create a setting spine poem then take it into the prose.
Amazonian Treasure	Underlying Pattern																
Joe and Jenny are on a river cruise with their dad.	MCs are on holiday.																
Jenny discovers there is treasure hidden in a cave nearby.	They learn of something hidden and want to find it.																
The children sneak off to the cave and find the treasure. They are trapped by Amazonians who demand the treasure back.	They go to find it and get trapped.																
They give back the treasure and are set free.	They escape.																
They return to the river cruise.	They return to their holiday accommodation.																
Pupil activities to support learning			Provide children with a setting image and teach how to describe it, using the senses. Children repeat with an additional image.														

	16	17	18	19	20
Lesson focus	Writerly research Gather language/ phrases Short-burst writing to develop ideas	Shared writing section 1	Feedback + targeted teaching Shared writing section 2	Feedback + targeted teaching Shared writing section 3	Feedback + targeted teaching Shared writing section 4
Daily sentence/grammar practice	Improve a sentence using a simile	Recap rules for dialogue layout.	Editor: Improve the sentence by spotting mistakes	Add and ed or ing clause to a sentence. Startled by the crash, Jane hid under the stairs.	Add a subordinating clause to a sentence.
Teaching input	Once the children have decided on where their story will be set, give them time to explore (using the toolkit) phrases and imagery that they could use in their story. Have them create a setting spine poem then take it into the prose.	Modelled and shared writing section 1: Draft shared write – plan in: • Modelling needed based on cold task analysis • Where children can share in the writing process and where teacher needs to model • Spelling/word list links Ensure children have mini-whiteboards so that they are active participants.	Funnel teaching and SBW based on analysis on children's writing yesterday.		
Pupil activities to support learning		Children write their innovation section.	Mini SBW to address issues dealt with in funnel teaching		

	21	22	23	24	25
Lesson focus	Feedback + targeted teaching Shared writing section 5	Independent write ideas generation Box up Gather language/ phrases Oral rehearsal	Independent write	Independent write	Independent write
Daily sentence/grammar practice	Dialogue: verb + adverb "Hello," she whispered shyly.	Play: Adding in game to extend a simple sentence.	Editor: Improve the sentence by spotting mistakes	Insert commas to clarify a confusing sentence	Improve the verbs in a sentence.
Teaching input	As above	Grammar games to rehearse aspects taught in this unit and previously taught aspects.			
Pupil activities to support learning	As above	Stimulate ideas for new story. Box up to plan new story and orally rehearse. Have the children map or write down key phrases and sentences they have been orally rehearsing to use in their story.	Independent writing over several days		

Toolkit

Use a change of setting to create atmosphere

Cautiously, they crawled inside where it was dark and damp.

- Use an effective fronted adverbial
- Use negative adjectives

Show the reader what is happening in the setting.

Howler monkeys swung from tree to tree along the river bank and the sound of buzzing insects filled the thick, moist air.

- Describe two actions happening at the same time
- Use subordinating conjunctions 'as' and 'while'
- Use prepositions of place
- Use effective adjectives

To create an effective setting description I could...

Show how a character reacts to a setting

"Stop!" he shouted, running after the thief.

- Use stage directions in speech
- Speech + verb + action
- Use inverted commas

Show the reader what the setting looks like

Sparkling jewels, heavy golden chains and decorated goblet gleamed in the sun. The cabin, which would be their home, smelt of warm wood and clean sheets.

- Use a sentence of 3
- Use a relative clause
- Use the senses

Model Text
Amazonian Treasure

“Tomorrow, kids, we should hopefully spot the rare Amazon River dolphin. I’ve been researching the species for years and I can’t believe I’m finally going to see them in their natural habitat!” Dad blurted out excitedly as he tucked them up in bed. “It’s late and we have an early start tomorrow so let’s get some sleep. Goodnight,” he whispered as he gently pulled their cabin door closed behind him.

It was the beginning of the summer holidays and Joe and Jenny had been lucky enough to join their father, a marine biologist, on a working trip, sailing down the Amazon River on the Orinoco River Cruise.

Exhausted, Joe reached out and switched off the lamp above his head as Jenny flicked on her flashlight and opened her book. The cabin, which would be their home for the next two weeks smelt of warm wood and clean sheets. Joe, weary from a day of travelling plumped up his pillow and closed his eyes.

“Did you know,” Jenny quizzed, “that thousands of years ago, fierce female warriors ruled the banks of the Amazon River. They rode on horseback and were excellent archers,” Jenny explained quietly, pointing to a section of text in her book. Jenny loved sharing historical facts no matter what time of day it was. “Legend has it that when Francisco De Orellana, the first European explorer fought and banished them from the Amazon, they hid their treasure deep in a cave by the riverbank.”

“No way,” whispered Joe, “do you think anyone has ever found it?”

“Apparently not, but guess what, there’s a map, here in my book, that shows where the cave is thought to be, near Dolphin Cove, where we’re going tomorrow!” she explained excitedly.

Joe sat bolt upright and quickly switched the light back on to get a better look at the map.

“Wow! We’ve got to try and find it.” Joe cried, trying to keep his voice down.

“Ok,” Jenny agreed. Let’s get some sleep and we’ll plan tomorrow.”

It was blisteringly hot the next morning as the Orinoco wound its way along the still, smooth waters of the amazon River. Howler monkeys screeched as if to say ‘hello’ as they swung from vine to vine along the riverbank and the sound of buzzing insects filled the thick, moist air.

“Here we are, kids! Keep a look out for river dolphins for me, dad requested, picking up his binoculars and climbing off the boat.

“Can we go and explore a bit, dad?” Jenny asked, “we’ll stay close,” she promised, winking at Joe.

“Ok,” dad replied scanning the surface of the river, “but don’t go too deep into the forest, you know its dangerous in there.”

Jenny pulled out her book and they set off into the dense undergrowth. Wet leaves brushed their faces and feather-like ferns tickled their ankles. The air vibrated with the rhythmic chirp of hidden frogs and birds, sensing their presence sent out a warning cry in the canopy above. Pushing thick, heavy vines aside, they made their way deeper into the dark forest.

The map was surprisingly easy to follow and the track, although overgrown was visible, as if someone had recently been there.

Soon they reached a clearing, where they startled a pair of Macaws pecking at bunch of small, purple berries on a low hanging branch. The sun blazed down onto flattened earth below, scorching everything in view. The children stopped momentarily to look at the map. Suddenly, a large, white boa constrictor weaved casually past them, and they both leapt back into the trees to avoid it.

Just then, Jenny spotted the entrance to a cave.

“Look!” she gasped venturing forward.

Cautiously, they crept inside where it was dark and damp. Jenny switched on her torch to reveal a tunnel before them. Together, they crawled through it until they reached a larger, brighter cave lit by a small hole in the roof. There in the centre, lit by a single beam of sunlight was a large wooden chest. Jenny flashed the torchlight across the walls of the cave to reveal a series of cave drawings. Warriors on horseback were depicted running alongside dolphins leaping from a flowing river.

“Amazonians!” she cried. “This is it!”

Quickly, she threw open the chest. They gasped as they took in the sight before them. Sparkling jewels, heavy golden chains and decorated goblets gleamed in the brilliant sunlight.

Greedily, they grabbed handfuls and stuffed items into their pockets, and when they were full, they began to fill their rucksacks too.

Suddenly, the floor began to tremble and shake. The children froze, dropping treasure onto the floor below. Without warning, the walls of the cave began to crumble, and rocks tumbled to the ground around them. Dust filled the air and for a moment everything was dark.

“Quick, run!” screamed Jenny, grabbing hold of Joe’s hand. Together, they scurried back through the tunnel into the first cave and dashed out into the dazzling sunlight, gasping desperately at the fresh air of the forest.

As their eyes became accustomed to the light, they realised that they were not alone in the clearing. Surrounding them were ten to fifteen tribal women on horseback, brandishing spears and wrestling to hold their snorting horses still beneath the trees.

“Amazonians!” gasped Jenny pulling her brother toward her.

Just then, the leader of the tribe dismounted and stepped toward them. Without a word she held out her hand, palm facing up and glared straight at them both.

“She wants the treasure. Give her everything you have. Now!” Jenny demanded.

They both handed over their loot and with that, the crowd parted to release them back into the forest. They ran as fast as they could back to the river without stopping to look back.

Their hearts pounded in their chests as they arrived back at the cove.

“Are you two ok? You just missed a whole pod of river dolphins. We’re heading upstream to see more” dad explained, distracted by ripple in the river.

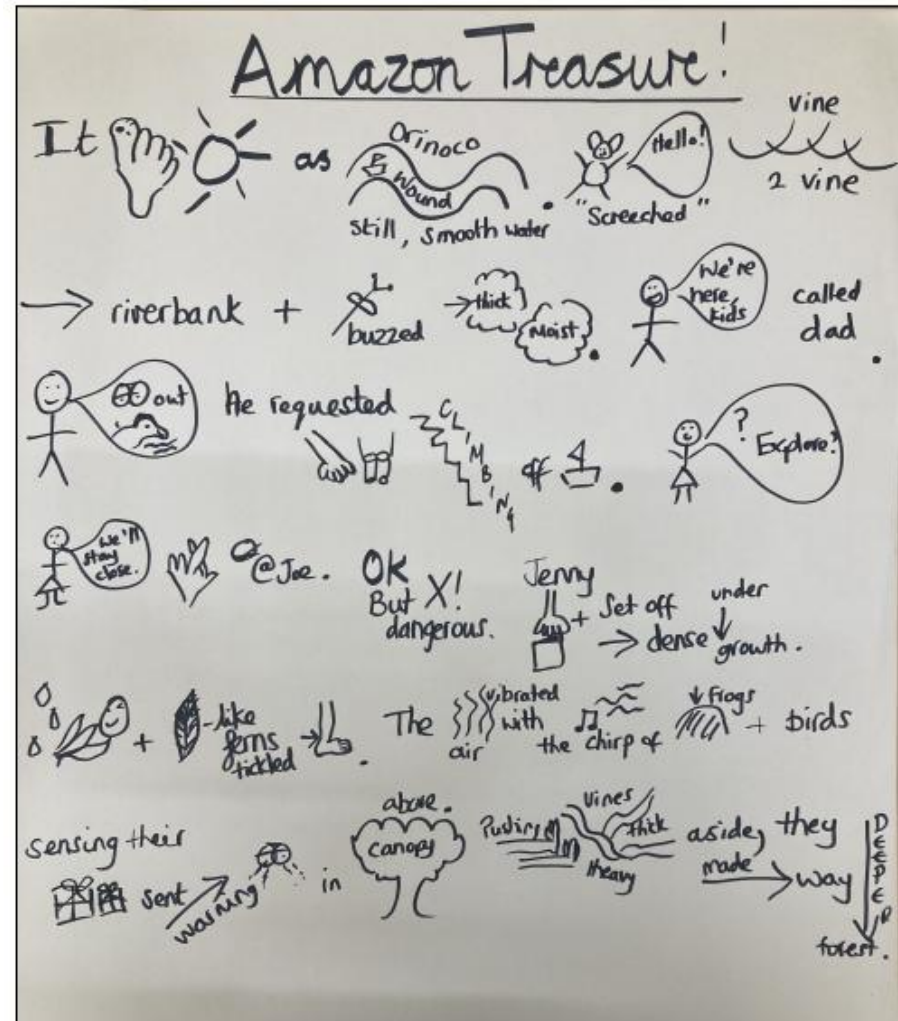
“Yeah,” panted Joe, “we were just playing chase that’s all.”

The children gave each other a knowing look as they climbed aboard the cruise.

Later that day, as Joe was looking for his iphone, he felt something odd in the bottom corner of his pocket. He pulled it out to find it was a golden ring with a huge sapphire set within a circle of sparkling diamonds.

“Look, Jenny,” he whispered, “Amazonian treasure!”

Story Map



Note: The story map above is to be used for learning the setting description within the longer text Amazon Treasure

Year 2 writing expectations

Expected by Autumn Term	Expected by Spring Term	Expected by Summer Term	1	2	3	4	5	6
Write sentences sequenced to form a short narrative (real or fictional)								
Demarcate most sentences with a full stop and capital letter								
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.								
Spell some Y2 common exception words								
Form lower-case words in the right direction, starting and finishing in the right place								
Form lower case words of the correct size relative to one another in some of their writing								
use spacing between words mostly consistently								
write about real events, recording these simply and clearly								
Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required								
Begin to use present and past tense mostly correctly and consistently								
use present and past tense mostly correctly and consistently								
beginning to use some co-ordination (e.g. or / and / but) and								
beginning to use some subordination (e.g. when / if / that / because) to join clauses								
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others								
write simple, coherent narratives about personal experiences and those of others (real or fictional)								
use present and past tense mostly correctly and consistently								
use co-ordination (e.g. or / and / but) with accuracy								
using subordination (e.g. when / if / that / because) to join clauses								
spell many common exception words								
use spacing between words that reflects the size of the letters								
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
Greater Depth								
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
make simple additions, revisions and proof-reading corrections to their own writing								
use the punctuation taught at key stage 1 mostly correctly								
spell most common exception words*								
add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*								
use the diagonal and horizontal strokes needed to join some letters.								

Year 6 writing expectations

Expected by Autumn Term	Expected by Spring Term	Expected by Summer Term	1	2	3	4	5	6
Begins to describe settings, characters and atmosphere In narratives								
Begins to use a range of devices to build cohesion within and across paragraphs								
Begins to use verb tenses consistently and correctly throughout their writing								
Begins to show correct use of dashes								
Begins to show correct use of parenthesis								
Begins to show correct use of hyphens								
Begins to show correct use of semi-colons								
Use modal verbs to show degrees of possibility								
Use contracted forms in dialogues and narratives								
spelling some words correctly* (year 5 and 6)								
Maintain legibility handwriting								
Write effectively for a range of purposes and audiences, selecting language that shows some awareness of the reader								
Show examples of Integrating dialogue in narratives to convey character and advance the action								
Show examples of selecting vocabulary and grammatical structures that reflect what the writing requires,								
using mostly correctly commas for clarity								
using mostly correctly punctuation for parenthesis								
using passive verbs to effect how information is presented								
making some correct use of dashes								
making some correct use of hyphens								
making some correct use of semi-colons								
making some correct use of colons								
Spell correctly many words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
Maintain legibility in joined handwriting								
Integrate dialogue in narratives to convey character and advance the action								
Confidently elect vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately								
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader								
Write using the whole range of punctuation taught at KS2								
Spell correctly most words from the Y5/6 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								
Greater Depth								
Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read as models for their own writing								
Distinguish between the language of speech and writing and choose the appropriate register								
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
Use the range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity								

