

English Curriculum Handbook

2025-2026

Curriculum Intent:	Essential Characteristics of Writers:
<p>To develop in our pupils a creative curiosity for the written and spoken word so that they will become dreamers of rich language, creators of rich and varied worlds and interpreters of texts, preparing them well for their bright future.</p>	<ul style="list-style-type: none">• The ability to write fluently and with interesting detail on a range of genres.• A vivid imagination which makes readers engage with and enjoy their writing.• A developed vocabulary and a knowledge of writing techniques to extend details or description.• Well-organised and structured writing, which includes a variety of sentence structures.• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.• A love of writing and an appreciation of its educational, cultural and entertainment values.

Creative Dreams, Brighter Futures



Curriculum Implementation:

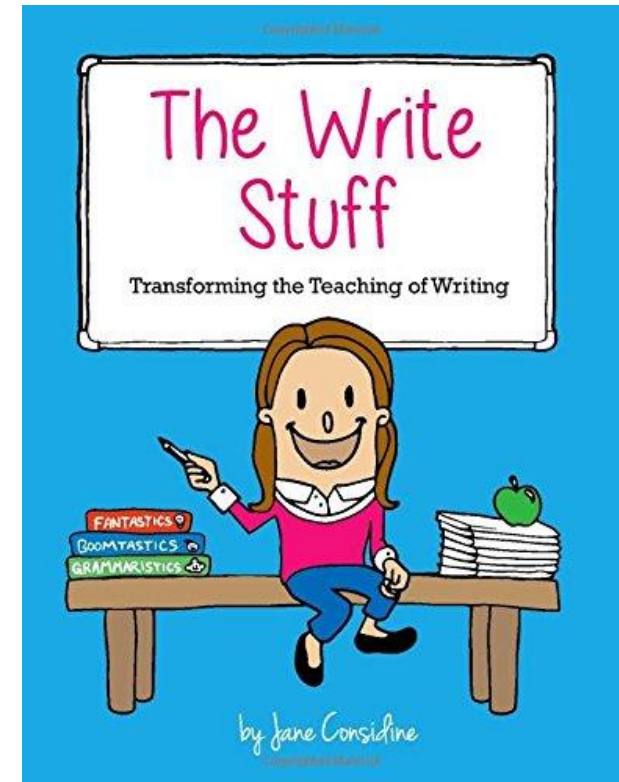
Across the federation, we recognise the importance of writing in all areas of the curriculum. It is with this at the forefront of our minds that we aim to provide all of the learners in the federation with basic literacy skills, in order for them to develop their ability to speak, listen, read and write for a range of purposes.

English teaching is lively, engaging and involves a carefully planned blend of approaches that allows learners to access all areas of the curriculum, enabling lifelong learning (as well as helping them to achieve academic success).

We believe the foundation of our English learning journey is built upon two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. These texts have been specifically chosen to create a love of reading and writing in the children, and to ensure they are working at age-related expectations within their learning journey and throughout the curriculum.





Key Features: The Write Stuff. *Note: Started Spring 1 - 2023

- ✦ The Write Stuff builds pupils' confidence with sentence structure.
- ✦ The approach widens the repertoire of writing options for pupils.
- ✦ Pupils gain an understanding of the 'whole' piece that they are writing.
- ✦ Organisation of their ideas and cohesion between them is strengthened.



Approach to teaching English:

This table shows the core elements of our English journey. However, this is a fluid model and should be adapted to meet the needs of your pupils. Sometimes each section may take more or less time. On occasions, the English journey will combine elements from more than one sections described below.

 Sentence Stacking	 Experience Lessons	 Find the Shape	 Independent Writing Sequence
<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences.</p> <p>Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.</p>	<p>Immersive teaching to stimulate ideas.</p> <p>Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	<p>Poetry and Non-fiction units have this element as well as the others shown in this table.</p> <p>One or two English lessons right at the beginning of a poetry/NF unit are deployed to read a model example. Pupils should then be helped to understand it as a visual, jigsaw style shape. This is very directed teaching.</p>	<p>It is important to map the plot points and analyse the highs and lows of the narrative built across a unit, as this will generate the task for independent writing at the end.</p> <p>Using the 'Independent Writing Teaching Sequence', teachers move through the steps to guide children from the highly modelled Sentence Stack to writing independently. When writing narrative, the pupils independent task should be to craft their own text which mirrors the highs and lows mapped. It is within the teacher's discretion to choose a big idea focus for pupils to build their own ideas e.g. story about a character who shows their bravery. This gives pupils real freedom to develop their plot points independently.</p>

Genre & Outcome Overview:

NB. It is important to note that this is a cumulative model where previous genres must be revisited, further reinforced, and developed in every year group that follows.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> • Journey Stories • Traditional Tales • Contemporary Stories 	<ul style="list-style-type: none"> • Traditional Tales • Wanted Poster • Caption/Description • Visual Narrative – Folktale • Narrative 	<ul style="list-style-type: none"> • Traditional Tales • Character description • Visual Narrative – Contemporary • Narrative 	<ul style="list-style-type: none"> • Traditional Tales • Newspaper report • Stories with a historical setting • Diary entry • Myths and legends • Narrative adventure 	<ul style="list-style-type: none"> • Science Fiction • Character descriptions • Short news report • Letter of advice • Traditional Tale • Playscript • Adventure • Fantasy • Narrative 	<ul style="list-style-type: none"> • Visual Narrative • Character/setting description • Narrative • Action scenes • Diary • Mystery • Adventure • Letter of advice 	<ul style="list-style-type: none"> • Traditional Tale • Character/setting description • Wanted poster • Interview • Narrative – horror • Prediction • Adventure • NC reports
Non-Fiction	<ul style="list-style-type: none"> • Recount • Report • Letter • Postcard • Advice Leaflet • Lists/Captions/Labels 	<ul style="list-style-type: none"> • Postcard • Letter • Instructions • Recount • Report 	<ul style="list-style-type: none"> • Non-chronological report • Advert/Info Poster • Recount • Letter • Report • Recount • Instructions 	<ul style="list-style-type: none"> • Persuasive advert • Class Dojo post • Persuasive writing • Poster • Explanation 	<ul style="list-style-type: none"> • Diary • Non-Chronological report • Persuasive writing • Letter • Script • Debates/speeches 	<ul style="list-style-type: none"> • Persuasive Speech • Recount • Persuasive Letter • Debate • Biography • Research • Journal 	<ul style="list-style-type: none"> • Newspaper report • Postcard • Character description • Wanted poster • Interview • Persuasive Letter • Debate • Recount
Poetry	<ul style="list-style-type: none"> • Nursery Rhymes • Patterns and Rhymes 	<ul style="list-style-type: none"> • List Poem • Rhyming Poem 	<ul style="list-style-type: none"> • Patterns and rhymes poem • Alliterative poem 	<ul style="list-style-type: none"> • Colour poem – metaphors and similes 	<ul style="list-style-type: none"> • Patterns and rhymes poem 	<ul style="list-style-type: none"> • Patterns, rhymes, repetition 	<ul style="list-style-type: none"> • Rap • Comic strip storyboard

Orange = Incidental writes.

Planning the English Learning Journey:

We believe the foundation of our English learning journey is built upon clear teaching sequences that use sentence stacking and experience lessons to achieve the desired written outcomes. Modelling is at the heart of what we do through texts that have been specifically chosen to create a love of reading, writing and challenge, aiming to expose our pupils to a range of historical, cultural, classical and essential forms of writing. Here is the process of a sentence stacking lesson that is used within learning chunks across all genres.

Initiate	Model	Enable
<p>The nature of an initiate aspect can take any form, a text extract to analyse, drama convention to explore characters further, a soundscape to recreate an environment, a film clip to provide a shared plot point or a powerful image to stimulate ideas. This part of the lesson can be packaged in any way but must serve the purpose of rinsing from it a word and phrase bank that provides a wealth of choice before a model is introduced.</p>	<p>Teachers often talk about pupils being over-reliant on a model and 'just copying it'. To avoid this trap modelling must be presented as a generic construction where the rich word and phrase bank collected previously can be applied to generate various different outcomes but still fulfil the guiding principles locked in the model. It is at this stage teachers need to be crucially aware that the model can be driven through an ideas lens, a grammar lens or a technique lens.</p>	<p>This learning chunk is the chance for pupils to construct sentences that have been previously demonstrated. Pupils must follow the sentence construction rules laid down by the teacher and they will have many ways they can make choices due to level of input during the initiate phase. Pupils who complete this quickly should be encouraged to 'deepen the moment' whereby they make choices to write more about the writing focus and could choose which lens to showcase.</p>

Writing Rainbow consists:

FANTASTICS – ideas of writing – where children are making imaginative choices



GRAMMARISTIC – grammar of writing – covers everything in the primary curriculum



BOOMTASTIC – techniques of writing – alliteration, simile, repetition for effect



Can be used in all year groups. It's like the periodic table in chemistry! They don't need to know it all at once, they can build their expertise. Has symbols to represent what we are trying to achieve – making expectations concrete and visual.

Adapting Unit Plans: KS1 +KS2

Teaching Sequence

DAY 1 A magical, glistening shell	DAY 2 A key to a chest	DAY 3 Drama - what's in the chest?	DAY 4 A special coat & walk to the beach
DAY 5 Under the sea	DAY 6 Diving into the ocean	DAY 7 Exploring the beautiful sea	DAY 8 Magical moon as she leaves the ocean
DAY 9 Independent Writing Sequence	DAY 10 Independent Writing Sequence	DAY 11 Independent Writing Sequence	DAY 12 Independent Writing Sequence


Firstly, map out the teaching sequence into your available lessons. Decide if there are any experience days that you wish to combine with a sentence stacking day, or if there are any alternatives to the suggested experience days. **Look carefully at your incidental writes** to achieve more independent outcomes.

Finally, look through the learning chunks for each of the sentence stacking lessons. It may be that you only do so 2 learning chunks per lesson. Just carefully decide what lens/model sentences you class needs for the overall model.

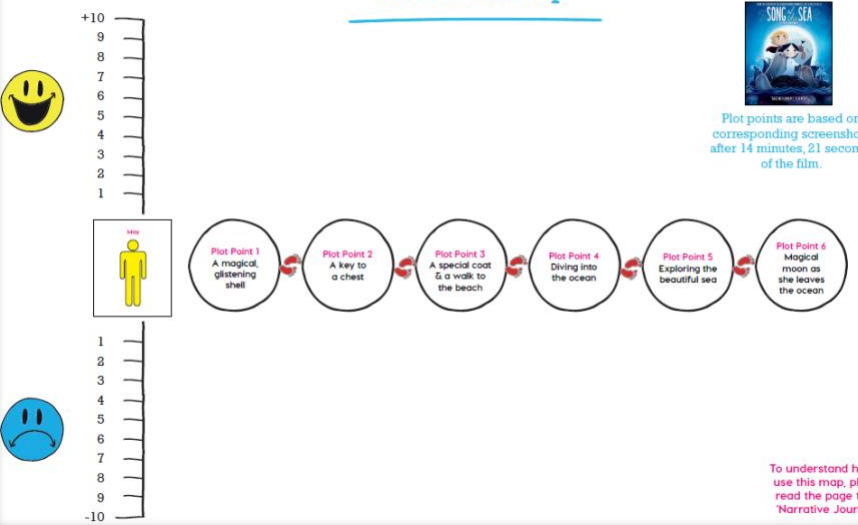
See what resources/preparation is needed for the initiates. Adapt the model sentences to the focus of the half term and the needs of your class.

Narrative Map

Based on this film



Plot points are based on corresponding screenshots after 14 minutes, 21 seconds of the film.



To understand how to use this map, please read the page titled 'Narrative Journey'.

Secondary, get you head around the plot points. Decide if you need to extend or shorten your models based on these points (or shapes for Non-fiction and Poetry).

Sentence Stacking Lesson 1

DAY 1

A magical, glistening shell

A magical, glistening shell

Plot Point 1

Learning Objective:
To write effective sentences for our story.

Steps to Success:

- Noticing
- Superlatives
- Adjectives

Initiate

Noticing

- Show a still image of the little girl getting up, with teacher storytelling.
- Gather a bank of 'noticing' words – looked, stared, peeped, glimpsed.
- Compile a bank of action words – crept, tiptoed, sneaked, climbed.

Model

Noticing

Teacher model: May peered out from under the blanket and tiptoed out of bed.

Enable

Noticing

Add a 'noticing' word and an 'action' word, linked with 'and'.
HA: Deepen the moment.

The English Journey TWS: EYFS

Here is the process of an EYFS sentence stacking lesson that is used within learning chunks across all genres.

Whole class input session (15 minutes each day) including:

Initiate	Meaningful moment	Grandma's words
This part of the session is where the teacher acts as a narrator to introduce a plot point and with rich story-telling skills, cohesively joining plot points together in talk.	This is a physical bag that includes real objects, artefacts, and photographs to bring the children's thinking into focus. The objects inside the bag are relevant to the content of the sentence the children will be writing. The clue clicker is used to introduce more technical inspiration e.g. sound clips or film.	Grandma Fantastic is a puppet, with a basket, who brings words into the classroom that have been sorted according to the fantastic lenses. She always brings the most challenging words, that pupils will probably not be able to suggest themselves. Her function is to furnish pupils with more ambitious words.

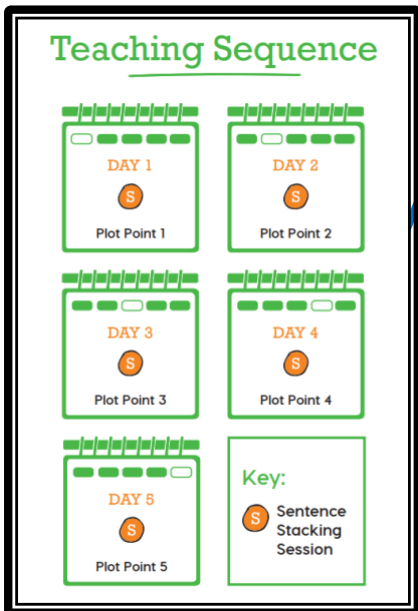
Small group work scaffolded by the Teacher across the week during Provision Time sessions:

Chotting	Model	Sentence
'Chotting' is when pupils chat about words and jot their ideas down at the same time (chot). During the chotting section, pupils also borrow some words from Grandma Fantastic and make a note of their favourites.	The teacher always models a complete sentence, showing the writer's brain in action. The teacher changes their mind, improves, and rejects some of the vocabulary, to settle on a final sentence. This sentence guides the pupils' own thinking, as they set out to write their own.	Children attempt to write all or part of the key sentence with scaffolding from the Teacher. They are encouraged to use letter sound correspondences they know and to make use of ambitious vocabulary they have learned.

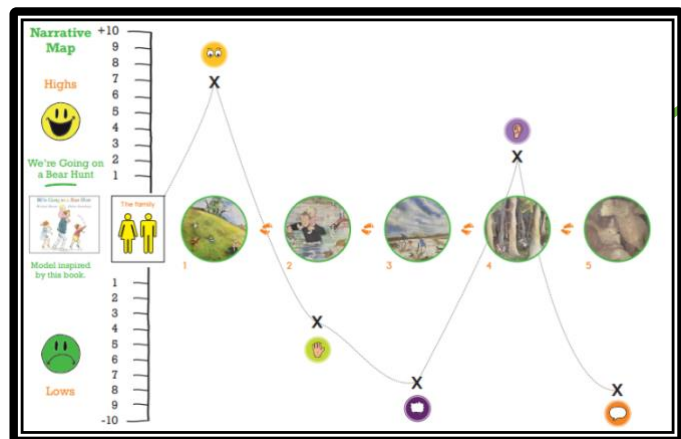
NB: In Nursery, children experience the **Initiate**, **Grandma's words** and **Model** element as part of small group Literacy sessions.

Adapting the unit plans: EYFS

The screenshot shows a digital interface for a learning chunk titled 'Grandma Fantastic'. It is divided into two main sections: 'Initiate' and 'Meaningful moment'.
Initiate: Includes instructions to show key images from the text and a 'TEACHER AS NARRATOR' role. The text describes a family going on a walk to find a bear. It also suggests using sound clips of a sunny day, birds, and crickets.
Meaningful moment: Describes a 'meaningful moment bag' containing artefacts and a 'clue clicker' used to introduce sound clips or films. It lists 'ARTEFACTS AND STIMULUS' such as a clip of long grass, Tupperware boxes, and wild flowers.
 At the bottom, there are icons for 'Grandma Fantastic' and 'Pupils chatting about words'.



Firstly, map out the teaching days across week adding in an experience session if you feel this would be beneficial for children's understanding.



Secondary, get you head around the plot points. Organise any images you need to illustrate each point.

Finally, Divide your lessons into:

Whole class elements (Initiate, Meaningful moments and Grandma's words).

Teacher led group work – Chotting, modelling and writing sentences.

See what resources you need for the meaningful moments and ensure these are used well to capture interest.

Outline of Literacy Teaching: **EYFS** Nursery

Autumn Term a focus on the 5 senses lenses of **Noticing**, **Touching**, **Smelling**, **Tasting** and **Checking**. These will be referred to in a variety of activities and key vocabulary will be used and rehearsed. The lens images will be used in the environment as prompts. The lenses of **Feeling**, **Action**, **Asking** and **Imagining** are introduced in Autumn 2.

Spring Term Grandma Fantastic is introduced to create collections of words. Mini units are used where children begin to use grandmas words in verbal sentences and suggest ideas for teachers to scribe sentences.

Summer Term Small groups of children (who are ready) begin to “chot” using letter sounds learnt in the early stages of their RWI sessions.

Reception

Autumn Term, a strong focus on using the FANTASTIC lenses throughout all 7 areas of learning and within the learning environment to expose children to as much varied and ambitious vocabulary as possible. Introduction to Grandma Fantastic. Small group Literacy activities based on class texts and focussed Fine motor skill development, letter formation and chotting.

Spring Term onwards

2 Weeks per Unit

Days 1-5: Following TWS Plan.

- **Input (15 min):** Initiate, Meaningful Moment, Grandma Fantastic.
- **Small Group (During Provision):** Adapting Chotting, Model and Sentence work for the needs of the children.

Days 6-10: Exploring the text/Wider Literacy.

- Explore the text further with more general literacy objectives taken from the APWG EYFS curriculum overview.

Summer Term

More opportunities for independent writing without scaffolding built into the units and across Provision time activities.










English Long-Term Plan (2025-26):

This overview shows our progression of texts, genres and writing outcomes.

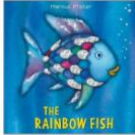



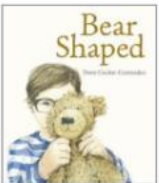


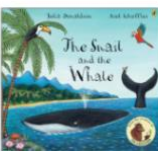


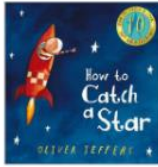

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Themes/ topics.	All About Me	Winter Celebrations	Colours and Patterns	Into the forest	Animals	Journeys	Ind Writing Opportunities
Celebrations/ Calendar events	Harvest	Diwali Bonfire Night Remembrance Day Christmas	Chinese New Year Black History Month Safer internet day	Pancake Day World Book Day Mother's Day Red Nose Day Easter		Eid Father's Day	
Possibilities and experiences		Nativity Cooking/baking		Caterpillars	Animal Man		
Literacy Genres to be visited throughout the year. <u>Fiction</u> Journey Stories Traditional Tales Contemporary Stories <u>Non-Fiction</u> Recount Report Letter Postcard	Jack and the jelly beanstalk – F  Pigs Might Fly – F  The above texts are used for story time as the focus for this Block is on settling and not	Penguins – NF  Lost and Found – F  Texts are also used which are linked to celebrations:	 Elmer  Brown Bear, Brown Bear An Book of 100 Colors  A Rainbow of my Own Jane Yolen	We're going on a Bear Hunt  The Gruffalo  Percy the Park Keeper 	The Little Red Hen  Farmer Duck  Oh Dear! Oh Dear!  Rod Campbell	The Train Ride  Rosie's Walk  Mr Gumpy's Motor Car  Mr Gumpy's Motor Car John Cunneen	

Advice Leaflet - Lists/Captions/Labels		Grandma Fantastic. Stories linked to colour and maths include - Big Yellow Digger, Colour Monster, Simon Socks, Guess how much I love you? Monkey Puzzle	Dipals Diwali, Kipper's Birthday. The text link to phonics teaching the gingerbread man, the three little pigs, Goldilocks and the three bears, Little red riding hood.					
	Children experience the Initiate, Grandma's words and Model element as part of small group. literacy sessions.	Focus on the 5 senses lenses of Noticing, Touching, Smelling, Tasting and Checking . These will be referred to in a variety of activities and key vocabulary will be used and rehearsed	Focus on the 5 lenses of Feeling, Action, Asking and Imagining These will be referred to in a variety of activities and key vocabulary will be used and rehearsed	Grandma Fantastic is introduced to create collections of words. Children begin to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences.	Grandma Fantastic is used to create collections of words. Children to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences.	Children to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences. Small groups of children (who are ready) begin to "chot" using letter sounds learnt in the early stages of their RWI sessions.	Children to use Grandma's words in verbal sentences and suggest ideas for teachers to scribe sentences. Small groups of children (who are ready) begin to "chot" using letter sounds learnt in the early stages of their RWI sessions.	
	Phonics (RWI)	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers.	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers.	To those who it is appropriate, before starting to teach Set 1 sounds: 1. Practise using 'pure sounds'. 2. Use Fred Talk to	To those who it is appropriate, before starting to teach Set 1 sounds: 1. Practise using 'pure sounds'. 2. Use Fred Talk to	

		Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk.	teach oral blending. 3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk Hear and write initial sounds in words.	teach oral blending. 3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z. Say the sound. Read the sound. Review the sound. Air write the letter. Fred Talk Hear and write initial sounds in words.	
	Songs and Rhymes (These are the minimum that we will teach the children. Other songs and rhymes can be	<ul style="list-style-type: none"> • Head Shoulders Knees and Toes. • If you're happy and you know it. 	<ul style="list-style-type: none"> • Nativity Songs. • Sing a Song of Six Pence 	<ul style="list-style-type: none"> • I can sing a rainbow. 	<ul style="list-style-type: none"> • Hot Cross Buns. • Two Little Dicky Birds. • Incy Wincy Spider. • Five little monkeys 	<ul style="list-style-type: none"> • Baa Baa Black sheep. • Old Macdonald. • 5 little ducks. • Mary had a little lamb. • Little Bo Peep. 	<ul style="list-style-type: none"> • The Wheels on the Bus. • Row Row Row your Boat. • The Grand Old Duke of York. • Jack and Jill. 	

	added to cater to child interest)	<ul style="list-style-type: none"> Twinkle Twinkle. 			<ul style="list-style-type: none"> Taking home a baby bumble bee. 	<ul style="list-style-type: none"> 5 little speckled frogs. Dingle Dangle Scarecrow. 		
	<p>Writing Funky fingers. Write dance. Pre letter writing shapes.</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 1</p>  <p>Free mark making.</p> <p>Representing objects words with marks. Putting sentences together orally.</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 1</p>  <p>Set 2</p>  <p>Help to compose sentences for adults to scribe.</p> <p>Copies circles.</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 2</p>  <p>Set 3</p>  <p>Help to compose sentences for adults to scribe.</p> <p>Copying pre-writing patterns/shapes with good control.</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 2</p>  <p>Set 3</p>  <p>Copying circles and crosses.</p> <p>Begin to form recognisable letters.</p> <p>First letter of name.</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 3</p>  <p>Understands writing has a purpose (e.g. to tell something) – pretend play.</p> <p>Copying letters from their name.</p> <p>Letter formation</p>	<p>Funky Fingers Pre letter writing shapes.</p> <p>Set 3</p>  <p>Writes own name independently.</p> <p>Begins to use letter correspondences in play e.g., m for mummy.</p> <p>Letter formation</p>	

Reception

		Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Themes/ topics.		All about me	Celebrations	Help!	Amazing Animals	Outside!	Where in the World?	Ind Writing Opportunities
Celebrations/ Calendar events		Harvest	Diwali Bonfire Night Remembrance Day Christmas	Chinese New Year Black History Month Safer internet day	Pancake Day World Book Day Mother's Day Red Nose Day Easter		Eid Father's Day	
Possibilities and experiences		Nurse visit Dentist Make bread	Diwali Day! Nativity Christmas activities	Fire engine visit Police Nurses	Caterpillars Animal man Chicks	Planting seeds Zoo/farm trip	Sports day Transitioning into year 1	
<u>Literacy</u> Genres to be visited throughout the year. <u>Fiction</u> Journey Stories Traditional Tales Contemporary Stories <u>Non-Fiction</u> Instructions Recount Report Postcard Advice Leaflet Lists/Captions/Labels Fact File <u>Incidental Writing Opportunities every half term.</u> - Lists - Captions - sentences	The Write Stuff Texts (Display of text go in Reading area.)	The Rainbow Fish (NF)  Ruby's worry (F) 	Chocolate mug cake (NF)  Poppies (NF) 	Bear Shaped (F)  The Proudest Blue (F) 	I want Iguana (NF)  The snail and the whale (F) 	All aboard the London Bus (F)  On Sudden Hill (F) 	How to catch a Star (F)  Handa's Surprise – NF 	

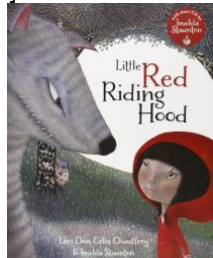
	<p>Writing</p>	<p>Strong focus on using the FANTASTIC lenses throughout all 7 areas of learning and within the learning environment to expose children to as much varied and ambitious vocabulary as possible.</p> <p>Introduction to Grandma Fantastic. Small group Literacy activities based on class texts and focussed fine motor skill development, letter formation and chotting.</p>	<p>Strong focus on using the FANTASTIC lenses throughout all 7 areas of learning and within the learning environment to expose children to as much varied and ambitious vocabulary as possible.</p> <p>Use of Grandma Fantastic. Small group Literacy activities based on class texts and focussed fine motor skill development, letter formation and chotting.</p>	<p>2 Weeks per Unit Days 1-5: Following TWS Plan. Input (15 min): Initiate, Meaningful Moment, Grandma Fantastic. Small Group (During Provision): Adapting Chotting, Model and Sentence work for the needs of the children. Days 6-10: Exploring the text/Wider Literacy.</p> <p>Explore the text further with more general literacy objectives taken from the APWG EYFS curriculum overview.</p>	<p>2 Weeks per Unit Days 1-5: Following TWS Plan. Input (15 min): Initiate, Meaningful Moment, Grandma Fantastic. Small Group (During Provision): Adapting Chotting, Model and Sentence work for the needs of the children. Days 6-10: Exploring the text/Wider Literacy.</p> <p>Explore the text further with more general literacy objectives taken from the APWG EYFS curriculum overview.</p>	<p>More opportunities for independent writing without scaffolding built into the units and across Provision time activities.</p> <p>Children to write sentences using a capital, finger spaces and a full stop.</p>	<p>More opportunities for independent writing without scaffolding built into the units and across Provision time activities.</p> <p>Children to write sentences using a capital, finger spaces and a full stop.</p>
	<p>Form recognisable lower case and some capital letters.</p> <p>Write own first name.</p> <p>Begin to write labels and / or captions using initial sounds and then, by "sounding out" and writing the letters for the sounds they can hear.</p>	<p>Form recognisable lower case and some capital letters correctly.</p> <p>Write own first name.</p> <p>Write labels and captions using "sounding out" and writing the letters for the sounds they can hear.</p>	<p>Form lower case and capital letters correctly.</p> <p>Write own first and surname.</p> <p>Begin to write captions, verbally rehearsing them first.</p> <p>Begin to write dictated phrases.</p>	<p>Form lower case and capital letters correctly.</p> <p>Write own first and surname.</p> <p>Beginning to write short sentences with a capital letter and full stop.</p> <p>Write short, dictated sentences.</p> <p>Spell some common</p>	<p>Begin to write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Write sentences with a capital letter and full stop.</p> <p>Begin to remember more common exception/ red</p>	<p>Write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Use full stops and capital letters sometimes accurately when writing sentences.</p> <p>Spell a range of common exception</p>	

				Spell some common exception words/red words.	exception words/red words.	words to use in their writing.	words/red words.
	<p>Phonics (RWI) Children will also be put into phonic groups from Autumn 2)</p>	<p>Children are taught their Set 1 sounds</p> <p>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds.</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: put, the, l, no, of, my, for, he</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to blend words containing set 2 sounds.</p> <p>Children to build speed of reading words containing set 1 sounds.</p>
	<p>Nursery Rhymes (These are the minimum that we will teach the children. Other songs and rhymes can be added to cater to child interest)</p>	<ul style="list-style-type: none"> • Head, Shoulders, Knees and Toes. • If You're Happy and You know It. 	<ul style="list-style-type: none"> • Nativity Songs • The Bear Went Over the Mountain. • Teddy Bear Teddy Bear Turn around. • This Little Piggy 	<ul style="list-style-type: none"> • London Bridge is Falling Down • Humpty Dumpty • London's Burning 	<ul style="list-style-type: none"> • The animals went in 2 by 2. • Walking Through the Jungle • Five Little Monkeys. 	<ul style="list-style-type: none"> • Mary Mary Quite Contrary • Here We Go Round the Mulberry Bush • Down by The Bay • Sun, Sun Mr Golden Sun. 	<ul style="list-style-type: none"> • 1,2,3,4,5 Once I Caught A Fish Alive. • I can sing a Rainbow. • A Sailor went to sea.

Year 1

Block 1

Fiction Unit: Traditional Tale: Little Red Riding Hood. [13]



Independent Write Ideas:

Same characters/Different plot: Little Red Riding Hood visits Grandma who lives in the town/city and when she gets to her flat there is a 'Big Bad Tiger' dressed in her clothes.

Incidental Independent Write:

After plot point 4, write a wanted poster for the wolf.

Block 2

Poetry Unit: List Poem: Firework Night. [13]



Independent Write Ideas:

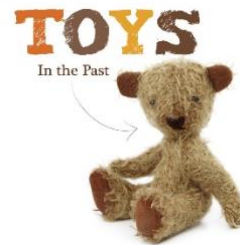
Discuss other traditions, celebrations and religious festivals, e.g. birthdays, Divali, school holidays etc.

Incidental Independent Write:

After experience day 1, caption different fireworks.

Block 3

NF Unit: Report: Toys and Games of the Past. [16]



Independent Write Ideas:

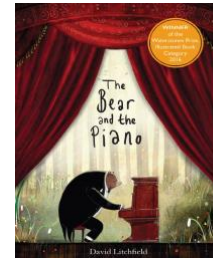
Write a simple report on a given animal.

Incidental Independent Write:

Write a simple set of instructions to play a simple game.

Block 4

Fiction Unit: Narrative: The Bear and the Piano [16]



Independent Write Ideas:

Continuation with plot: Design two more plot points after the bear returns home. Think about fans of the bears' that follow him back to his forest and try and persuade him to come back to the city.

Incidental Independent Write:

After plot point 4, write a letter back to the audience that watched Bear.

Block 5

NF Unit: Recount: Our Trip to the Woods. [18]



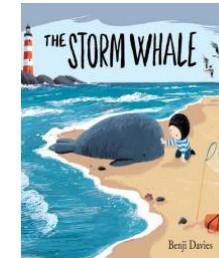
Independent Write Ideas:

Caption/label pictures taken from the experience walk.

Incidental Independent Write:

Block 6

Fiction Unit: Narrative: The Storm Whale [15]



Independent Write Ideas:

Continuation with plot: Write the next plot points about what happened when Noi met the whale in the sea again. Think about what they would do as friends e.g., go on an adventure, play games together, meet the whale's family.

Incidental Independent Write:

After plot point 2, write a short report about whales or the beach.

Block 7

NF Unit: Letter: Grandma Bird. [14]



Independent Write Ideas:

Write a letter in role as Noi to his Dad whilst staying on the island with Grandma. Include possible actions such as rock pooling. The dramatic event that could be recounted is the rescuing of the birds during the storm. Tomorrow's events could be how they work as a team to feed the birds and make them better. Noi could give Dad information about how Grandma and him are good at having picnics on the rocks.

Incidental Independent Write:

Write what you would take on a Teddy Bears picnic

Year 2

Block 1

Fiction Unit: Traditional Tale: LRRH - Twist [17]



Independent Write Ideas:

Continuation with plot: Little Red Riding Hood reads another story and changes the ending e.g. Hansel and Gretel.

Incidental

Independent Write:

After plot point 4, character description or wanted poster for a monster/animal.

Block 2

NF Unit: Non-Chron: Big Cats [18]



Independent Write Ideas:

Non-chronological report on an animal/plant of their choice.

Incidental

Independent Write:

Write a prayer for endangered animals. Create a factfile describing what Big Cats need in order to survive.

Block 3

Fiction Unit: Narrative: My Christmas Star [18]



Independent Write Ideas:

New viewpoint on the same plot: Retell the story from Dad's perspective.

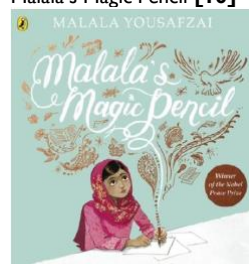
Incidental

Independent Write:

After plot point 5, create a mini advert for the talent show.

Block 4

NF Unit: Biography: Malala's Magic Pencil [16]



Independent Write Ideas:

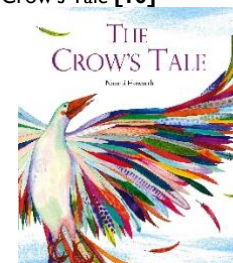
Pupils research and find out about the lives of other modern-day activists, create a timeline and write a biography of their life events. Examples include: Greta Thunberg, Esmeralda Simmons, Susan Burton, Vanessa Nakate, Emma Watson, Boyan Slat, Jack Andraka. Invite other interesting local visitors or a local activist e.g. local MP trying to make a change, into school to discuss their life and create a timeline of major events. Create an Instagram page for Malala or another chosen activist. Research a modern-day activist and interview one another in this role.

Incidental

Independent Write:

Block 5

Fiction: Narrative: A Crow's Tale [16]



Independent Write Ideas:

Continuation with plot: Create another problem for woodland creatures e.g. a predator.

Incidental

Independent Write:

After plot point 4, write a letter (recount of PP 1-4) back to animal friends about journey so far.

Block 6

NF Unit: Instructions: How to make a bird feeder. [16]



Independent Write Ideas:

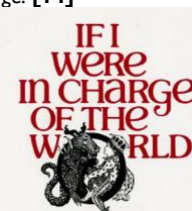
The Wildlife Watch website <https://www.wildlifewatch.org.uk/activities> has lots of activity sheets for you to download and plan an activity with your class. Have pupils complete one of the practical activities and photograph them during each step. Then give pairs the photographs to order sequentially and write instructions for each step.

Incidental

Independent Write:

Block 7

Poetry Unit: If I were in charge. [14]



Independent Write Ideas:

Have children consider other areas of their life/world where they wish they were in charge: the class, the country, the day, of me, of adults, the school timetable.

Incidental

Independent Write:

Year 3

Block 1

Fiction Unit: Traditional Tale: The True Story of the Three Little Pigs - Twist [18]



Independent Write Ideas:

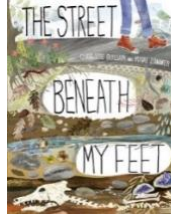
Continuation with plot
New viewpoint on the same plot
Big idea replicated to new plot
Same characters/Different plot

Incidental Independent Write:

Lists, recounts, diary, letter, newspaper report, instructions, interview characters.

Block 2

NF Unit: Explanation: Street Beneath My Feet [18]



Independent Write Ideas:

Write an explanation going deep underground through layers of rock referencing different scenes and animals. Focus on either city or countryside.

Incidental

Independent Write:

An information poster

Block 3

NF Unit: Persuasive Post: Christmas Dessert [11]



Independent Write Ideas:

Rewrite with a dessert of their choice.

Incidental

Independent Write:

Write a Class Dojo post for an event or activity being promoted at school

Block 4

Fiction Unit: Narrative Adventure: The BFG [13]



Independent Write Ideas:

children make and label their own 'dream jar'.
Write a description of the dream in the style of the BFG, gobblefunking with words.

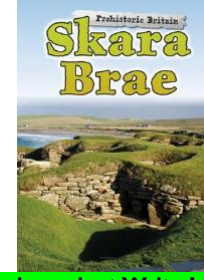
Incidental

Independent Write:

Refer back to Experience Day 1. What would be your favourite dream?

Block 5

NF Unit: Persuasion: Skara Brae [16]



Independent Write Ideas:

Write a persuasive visitor brochure for Stonehenge and its surroundings.

Incidental

Independent Write:

Make a poster for visiting Stonehenge, diary entry, entry tickets to landmark

Block 6

Fiction Unit: Myths and legends Theseus and the Minotaur [17]



Independent Write Ideas:

Continuation with plot
New viewpoint on the same plot

Big idea replicated to new plot
Same characters/Different plot

Incidental

Independent Write:

News reports, recounts, persuasive letters

Block 7

Poetry Unit: I Asked the Little Boy who Cannot See [12]

I asked the little boy who cannot see
"And what is colour like?"
"Why, green," said he,
"Is like the rustle when the wind blows through the forest, running water, that is blue;
And red is like a trumpet sound, and pink is like the smell of roses; and I think that purple must be like a thunderstorm, And yellow is like something soft and warm; And white is a pleasant stillness when you lie.
"And dream."

Independent Write Ideas:

Pupils write a different colour poem.

Incidental

Independent Write:

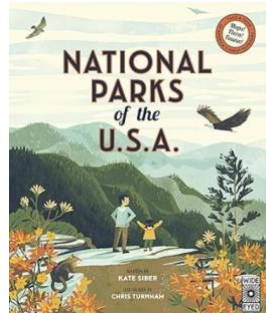
Create experience days for the colours. Have pupils create a mood board for the colours using swatches and pictures and use them to inspire colour similes and metaphors.

Year 4

Block 1

NF Unit: Balanced

Argument: Should we feed animals in National Parks? [16]



Independent Write Ideas

Should we support the work of zoos? - for zoos, conservation work, breeding programmes, education. Against zoos - caged animals, animals in captivity, ethical aspect? (Zoo by Anthony Browne as a stimulus to talk about captivity and caged animals) Write a balanced argument titled - Which National Park is better to visit: Glacier Bay or Virgin Islands?

Incidental

Independent Write:

Design and write a leaflet for a visitor to a National Park that includes 'do's' and 'don't's'.

- Example 'do's': enjoy landscape, nature walks, take photographs, have a picnic.
- Example 'don't's': feed animals (especially not bears), shoot wildlife, fish in the streams, leave rubbish.

Block 2

Fiction Unit: Science

Fiction: The Iron Man [21]



Independent Write Ideas

Continuation with plot
New viewpoint on the same plot
Big idea replicated to new plot
Same characters/Different plot

Incidental

Independent Write:

Character Descriptions, short news report, letter of advice.

Block 3

Fiction Unit: Adventure:

Charlie and the Chocolate Factory [15]



Independent Write Ideas

Continuation with plot
New viewpoint on the same plot

Big idea replicated to new plot
Same characters/Different plot

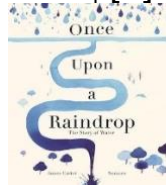
Incidental

Independent Write:

Create a golden ticket

Block 4

NF Unit: Script: Once upon a Raindrop [19]



Independent Write Ideas

Create a tour of the schools use of water

Incidental

Independent Write:

Debates, speeches

Block 5

NF Unit: Persuasive

Writing: Sicily Holiday Brochure [18]

Independent Write Ideas

Choose another 'hot' destination and write a brochure to sell the place.
Choose a 'cold' destination and write a brochure to sell the place.

Incidental

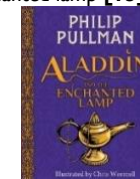
Independent Write:

Write the voiceover for a TV advert for a holiday destination.
Choose a place that is a little bit boring with no remarkable features and see if you can choose a range of hyperbole techniques to sell it.

Block 6

Fiction Unit: Traditional

Tale: Aladdin and the enchanted lamp [15]



Independent Write Ideas

Continuation with plot
New viewpoint on the same plot
Big idea replicated to new plot
Same characters/Different plot

Incidental

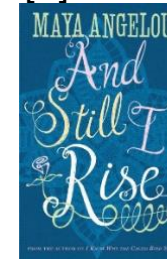
Independent Write:

Playscript

Block 7

Poetry Unit: Bullying: Still

I Rise [16]



Independent Write Idea

Choose a character from a children's book and use their battle as inspiration for a poem on resilience keeping the structure from Still I Rise.

Incidental

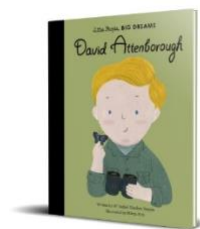
Independent Write:

Anti-bullying poster

Year 5

Block 1

NF Unit: Biography: David Attenborough [14]



Independent Write Ideas

To write a biography about King Charles

Incidental Independent Write:

Research the Attenborosaurus

Block 2

Fiction Unit: Film Narrative: The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios [15]



Independent Write Ideas

Continuation with plot New viewpoint on the same plot

Big idea replicated to new plot Same

characters/Different plot

Incidental Independent Write:

Character or setting description

Block 3

Fiction Unit: Narrative: The Snowman [12]



Independent Write Ideas

Continuation of the plot New viewpoint on the same plot

Adding additional plot points to the story

Incidental Independent Write:

Action scenes, character/setting description, diary entry

Block 4

NF Unit: Journal: Mars Transmission [20]



Independent Write Ideas

Write a transmission home to be broadcast home imagining that they are part of the first mission to that planet and become stranded following some disaster.

Incidental Independent Write:

Diary, newspaper report, Twitter post announcing the incident.

Block 5

NF Unit: Balanced Argument: Is screen use making children lazy? [18]



Independent Write Ideas

Are we too dependent on computers? Consider both the benefits and downsides of computers. Research the issue extensively. What do computer manufacturing companies think? Look into the positives and negatives. Is the cost of going to university too high? Undertake research into the current costs. Who gets help? Do you think an individual should pay or society? Interview members of staff and pupils on this issue. Gather real quotes for your writing.

Incidental Independent Write:

Collect a range of for and against arguments for cancelling the purchase of electronic devices for Christmas and birthday presents. Use your imagination to invent quotes from people who represent different strata of society e.g. government, teachers, parents, children. Should school start at 6:00am and finish at 12:30pm? Undertake extensive research in the school about this issue. Do a poll in assembly. What are the views of younger pupils/older pupils?

Block 6

Fiction Unit: Narrative Adventure: The Explorer [19]



Independent Write Ideas

Write the next chapter in 'The Explorer' story

Incidental Independent Write:

Letter of advice for fellow explorers, diary entry.

Block 7

Poetry Unit: The Malfeasance: Be kind [19]



Independent Write Ideas

Pupils explore their own feelings of anger, negativity and self-doubt as an ugly creature which fills their mind. How could they respond to these thoughts in a kind/positive way allowing themselves to view their thoughts and not become embroiled in negative thinking or be led by anger? Pupils then write a poem about a creature like the Malfeasance as a metaphor for these thoughts. Alternatively, pupils could explore racism or times they have judged others based on their appearance. Pupils can discuss how to look beyond appearances and appreciate people for who they are inside. Pupils write a poem with the Malfeasance being a metaphor for a person they have once judged.

Incidental Independent Write:

Look at the problem of plastic pollution and litter in the street and have pupils discuss how they can approach the problem positively and proactively. The Malfeasance could be a metaphor for a plastic bag or a person using lots of single-use plastic.

Year 6

Block 1

Fiction Unit: Narrative
New Starts: The Journey [18]



Independent Write Ideas:

Continuation with plot:
 Write the next plot points that show mum and her children's fresh start. Where do they live? Plan in the first day of school.

New viewpoint on the same plot: Write the story from a different perspective.

Big idea replicated to new plot: Read 'Azzi in between' by Sarah Garland to be inspired to write your own story about refugees fleeing their homes.

Same characters/Different plot: Write a story about a family helping other families at a local community centre who are new to the country.

Incidental Independent Write:

In RE write and perform speeches – see Y6 MTP Block 1

Block 2

NF Unit: Tour Guide
Script: Factual Tour of the Circulatory System. [17]



Independent Write Ideas:

Using information on heart rates on pgs. 72-73 of the book 'A Really Short Journey Through The Body' by Bill Bryson. Adapted by Emma Young, illustrations by Daniel Long & Dawn Cooper & Jesus Sotes & Katie Ponder. Children write a factual tour journeying through the circulatory system describing the effects on the heart and heart rate.

Children research the transportation of nutrients and water through the body or any other human process and write a factual tour.

Incidental Independent Write:

Children investigate the effect of exercise on their heart rate as shown in the BBC Teach clip 'How does our circulatory system keep us alive?'

<https://www.youtube.com/watch?v=piOxpLEynIE>

Block 3

NF Unit: Postcard:
 Postcard from Prison [9]



Independent Write Ideas:

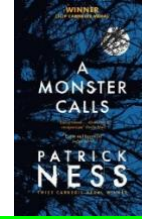
Write a postcard from a Traditional Tales character who has been imprisoned.

Incidental Independent Write:

Interview characters, Character descriptions, wanted poster

Block 4

Narrative Unit: Horror: A Monster Calls [15]



Independent Write Ideas:

Continuation with plot
 New viewpoint on the same plot

Big idea replicated to new plot
 Same characters/Different plot

Incidental

Independent Write:

Character or setting description, prediction

Block 5

NF Unit: Recount: Letters from The Lighthouse [18]



Independent Write Ideas:

Write a recount as Esther Jenkins from the story, describing life in Nazi Europe

Incidental

Independent Write:

Research the Kinder transport and 'Kristallnacht' and produce a non-chronological report.

Block 6

Fiction Unit: Adventure: Kensuke's Kingdom [15]



Independent Write Ideas:

Continuation with plot
 New viewpoint on the same plot

Big idea replicated to new plot
 Same characters/Different plot

Incidental

Independent Write:

Recounts (letters, diaries, newspaper articles, NC reports)

Block 7

Poetry Unit: List War: 10 Things in a Soldiers Pocket [13]



Independent Write Ideas:

Children write from the point of view of the enemy: 10 Things in the Enemy's pocket.

Children write from the point of view of the family remaining at home.

Children to choose a different service they can write from, e.g. navy soldiers, doctors, nurses who were in the war.

Incidental Independent Write:

NA

Famous and Classical Poems:

Each year group has also been allocated a range of ‘famous’ or ‘classic’ poems that children will be taught during their Reading Skills lessons. Children should have the opportunity to read aloud, discuss and perform off by heart (to an audience where possible) throughout the year. Teachers need to select at least 2 of these poems and allow the class to spend time reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced, unless staff choose to use it as part of one of their three poetry units.

Please select a minimum of 2 to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a week’s shared story sessions at the end of the day and perform to other classes or assemblies.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Two Little Dickie Birds</i>	<i>Now We Are Six</i> by AA Milne	<i>The Owl and the Pussycat</i> by Edward Lear	<i>If All The World Were Paper</i> by Joseph Coelho	<i>Jim</i> by Hilaire Belloc	<i>Stop all the clocks, cut off the telephone</i> by WH Auden	<i>Daffodils</i> by William Wordsworth
<i>Humpty Dumpty</i>	<i>Queue for the zoo</i> by Clare Bevan	<i>Walking with my Iguana</i> by Brian Moses	<i>Bed in Summer</i> by Robert Louis Stevenson	<i>Gran, Can you Rap?</i> by Jack Ousby	<i>The Lion and Albert</i> by Marriott Edgar	<i>The Tyger</i> by William Blake
<i>Twinkle Twinkle Little Star</i>	<i>There was an old lady who swallowed a fly</i> by Pam Adams	<i>The Rhythm of Life</i> by Michael Rosen	<i>Slowly</i> by James Reeves	<i>The River</i> by Valarie Bloom	<i>Still I Rise</i> by Maya Angelou	<i>McCavity: The Mystery Cat</i> by T.S Eliot
<i>Hot Cross Buns</i>	<i>Caterpillar</i> by Christina Rossetti	<i>Buckingham Palace</i> by AA Milne	<i>On the Nong Ning Nang</i> by Spike Milligan	<i>Life Doesn't Frighten Me</i> by Maya Angelou	<i>The Tale of Custard The Dragon</i> by Ogden Nash	<i>Macbeth Witches Spell</i> by William Shakespeare
<i>Incy Wincy Spider</i>	<i>I Opened a Book</i> by Julia Donaldson	<i>Nut Tree</i> by Julia Donaldson	<i>Leap like a Leopard</i> by John Foster	<i>From a Railway Carriage</i> by Robert Louis Stevenson	<i>How to Cut a Pomegranate</i> by Imtiaz Dharker	<i>Night Mail</i> by WH Auden
<i>Sing a Song of Sixpence</i>	<i>Here is the Seed</i> by John Foster	<i>The Dinosaur Rap</i> by John Foster	<i>The Adventures of Isabel</i> Ogden Nash	<i>Mr Moore</i> by David Harmer	<i>The Magic Box</i> by Kit Wright	<i>The Spider and The Fly</i> by Mary Howitt

Spelling:

- **Infant children** following the **RWi programme** do not have weekly spelling lists that are sent home. Spelling is taught within the RWi sessions and applied throughout the day.
- Supporting videos from the **RWi portal** can be sent home.
- **Junior children** will receive age-appropriate weekly spelling lists based on the NC Spelling rules.
- Spelling patterns and rules are taught explicitly on a **Monday in English** and reinforced across the curriculum throughout the week.
- Weekly spellings are tested every **Monday in English**.
- Pupils are to practise their weekly spellings in school during the week in preparation for their spelling test on a Monday. Spellings will not be sent home.
- **Recording Spellings:** All year groups to record their weekly spellings in their English book. Class Teachers are responsible for recording individual pupil weekly spelling scores on SharePoint: [Weekly Spelling Scores](#)
- Each Blocks Spellings are available for parents on their child's Google Classroom page. Teachers will also post the spelling list on Dojo each week for parents.
- Link to Spelling Lists on SharePoint: [Spelling 2025-2026](#)

Handwriting:

- In order to maintain consistency between EYFS, KSI and KS2, children will be taught using the **RWi Handwriting approach** and strategies.
- RWi - The three stages of handwriting that children learn are:
 - **Stage 1:** the basic letter shape
 - **Stage 2:** relative size of letters and the orientation
 - **Stage 3:** the way the letters join together
- At the end of KS2, children are to write with a casual cursive style. This therefore means that NOT all letters need to be joined. See Handwriting Policy for details on page 7: [LINK](#)
- We will teach children a perfect handwriting position:
 - feet flat on the floor
 - bottom at the back of the chair
 - body one fist from the table
 - shoulders down and relaxed
 - back leaning forward slightly
 - left/right hand holding the page
 - left/right hand ready in a tripod grip
- **Pen Licence:** Children will move on to use a pen for writing only when they regularly and consistently demonstrate the following:
 - Write legibly, fluently and with increasing speed
 - Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Choose the writing implement that is best suited for a task (e.g. a pencil for drawing diagrams or for mathematics calculations etc)
 - Use a tripod grip and sit in the 'handwriting position' to write
- Our aim is every child has a pen Licence by the end of the **Autumn Term in Year 5**. However, children can gain a pen Licence before Year 5 and some children will take longer to gain one.
- Please read the Handwriting Policy for detailed guidance on: mnemonics, handwriting lessons and letter formations/joins: [LINK](#)



Curriculum Impact:

To evaluate and monitor pupil achievement, we assess through a combination of formative and summative assessment, using both formative writing objectives and day-to-day teacher assessment. Writing occurs through every part of the curriculum. However, our English lessons are where we introduce the core writing skills and genres. Within the wider curriculum we, at times, apply our writing outcomes to help reinforce pupil skills and development.

Assessment:

- Teachers update the **formative** objectives ongoing.
- At the end of each half term, teachers update the **summative** objectives on OTrack.
- A secure fit approach to writing is used. The following descriptors help to interpret from formative objectives to summative levels.

Interpreting Writing Assessment into SUMMATIVE O Track Levels:				
GDS If all EXS & GDS objectives are met.	EXS If all EXS objectives are met.	DEV If all the WTS objectives are met and some EXS objectives are evident.	EME If all the WTS objectives are met.	Below POS If the pupil is not accessing any of the WTS objectives. Move to the previous year objectives.

Qualifiers are used within the formative objectives. As shown in the sample.

Y1	Writing Formative Assessment - Sonar:
Working towards the expected standard	WTS: Capital letters - Using correctly sometimes WTS: Full stops - Using correctly sometimes WTS: Use simple sentences
WTS	WTS: To spell some words containing previously taught phonemes and GPCs accurately WTS: Correct size and form of some letters and digits - mostly WTS: spacing between words - mostly
Working at the Expected standard	EXS: Write about - Simple stories about myself and others EXS: Write about - Real events, recording these simply and clearly EXS: Capital letters - Using mostly correctly EXS: Full stops - Using mostly correctly EXS: Question marks - Using some correctly EXS: Exclamation marks - Using some correctly EXS: Use 'and' conjunction EXS: Use 'I' pronoun EXS: Use present and past tense sometimes correctly and consistently EXS: Use 's' or 'es' to pluralise nouns EXS: Spell some common exception words EXS: Form capital letters and digits mostly of the correct size, orientation and relationship to one another and to lower-case letters
Working at the Greater Depth Standard	GDS: Using consistent devices to produce accurate writing from different narrative and nonfiction genres with appropriate structure. [Across a range of the curriculum] GDS: Write sustained pieces which hold the interest of the reader with sentences that are accurately constructed with correct use of capital letters and punctuation to indicate statements, questions or exclamations. GDS: Using extended sentences: experimenting with different conjunctions. GDS: Using extended sentences: experimenting with different openers (pronouns/adverbs). GDS: Using new words in their writing, including precisely chosen nouns, adjectives and technical vocabulary as appropriate. Clearly spelling common exceptions words from Y1 and beyond. GDS: Clear handwriting to form pre-joins and patterns. Ensuring ascenders and descenders are clear.

All	90% or higher evident
Most / Mostly	75% or higher evident
Some / Sometimes	50% or higher evident
A range	2+ different devices or elements used
Consistently	Across individual and multiple pieces of writing
To build cohesion	Supports the flow and 'voice' of the writing

Moderation:

In school moderation occurs at least ONCE per term, with a specific focus. Completing these moderation sessions across the academic year supports consistency in judgement and the development of teacher subject knowledge. External moderation occurs where possible. External moderation from the Local Authority occurs in Year 2 and Year 6 at least once every four years.

Coaching:

The English Leads are responsible for developing the practice of staff through organising:

- Developmental observations sharing good practice.
- Open door/book policy to share good practice.
- Staff meetings for moderation, assessment and updates.
- The sharing of model learning journeys.
- Developmental planning with new and developing staff.
- Support with medium term planning where needed.

Monitoring and Observing:

The English Leads will follow the monitoring and evaluation cycle as directed by the Senior Leadership Group (SLG).

The relevant documents will be used for monitoring purposes and observations/coaching sessions/book scrutinies with teaching staff will be given a specific focus. The following policies and English handbooks should be referred to:

- Policy Documents [LINK: Policies](#)
- Writing Handbook
- Reading Handbook

Writing Objectives Long Term Plan:

	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Nursery	Free mark making. Representing objects /words with marks. Putting sentences together orally.	Help to compose sentences for adults to scribe. Copies circles with crayons.	Help to compose sentences for adults to scribe. Copying pre-writing patterns with good control.	Copying circles and crosses. Begin to form recognisable letters. First letter of name.	Understand writing has a purpose (e.g. to tell some something) – pretend play. Copying letters from their name.	Write own name independently. Begin to use letter correspondences in play e.g., m for mummy.
Reception	Form recognisable lower case and some capital letters. Write own first name. Begin to write labels and / or captions using initial sounds and then, by “sounding out” and writing the letters for the sounds they can hear.	Form recognisable lower case and some capital letters correctly. Write own first name. Write labels and captions using “sounding out” and writing the letters for the sounds they can hear.	Form lower case and capital letters correctly. Write own first and surname. Begin to write short phrases, verbally rehearsing them first. Begin to write dictated phrases. Spell some common exception words/red.	Form lower case and capital letters correctly. Write own first and surname. Write short sentences with a capital letter and full stop. Write short, dictated sentences. Spell some common exception words/red words.	Begin to write for different purposes such as a list, a recipe, a story or a poem. Re-read what is written. Begin to remember more common exception/ red words to use in their writing.	Write for different purposes such as a list, a recipe, a story or a poem. Re-read what is written. Use full stops and capital letters sometimes accurately. Spell a range of common exception words/red words.
Year 1	<p>WTS: Capital letters - Using correctly sometimes</p> <p>WTS: Full stops - Using correctly sometimes</p> <p>WTS: Use simple sentences</p> <p>WTS: To spell some words containing previously taught phonemes and GPCs accurately</p> <p>WTS: To mostly use the correct size and form of some letters and digits</p> <p>WTS: To mostly use spacing between words.</p>		<p>EXS: Use present and past tense sometimes correctly and consistently</p>	<p>EXS: Use some correctly...Exclamation marks</p> <p>EXS: Use ‘I’ as a pronoun</p>	<p>Prefix un</p> <p>EXS: Use ‘s’ or ‘es’ to pluralise nouns</p>	
	<p>EXS: Using most correctly...Capital letters</p> <p>EXS: Use ‘ and ’ as simple co-ordination</p> <p>EXS: Use some correctly...Question marks</p>		<p>EXS: To write about... Simple stories about myself and others</p> <p>EXS: To write about...Real events, recording these simply and clearly</p> <p>EXS: Use most correctly...Full stops</p> <p>EXS: Spell some common exception words</p> <p>EXS: Form capital letters and digits mostly of the correct size, orientation and relationship to one another and to lower-case letters</p>			

	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Year 2	<p>WTS: Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>WTS: Using correctly sometimes...Capital letters</p> <p>WTS: Using correctly sometimes...Full stops</p> <p>WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>WTS: Spell some common exception words*</p> <p>WTS: Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>WTS: Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>WTS: Use spacing between words.</p>		<p>EXS: Subordinating conjunctions</p>	<p>EXS: Use present and past tense mostly correctly and consistently</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	
	<p>EXS: Using correctly mostly...Question marks</p> <p>EXS: Co-ordinating conjunctions</p>		<p>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>EXS: Write about real events, recording these simply and clearly</p> <p>EXS: Using correctly mostly...Capital letters</p> <p>EXS: Using correctly mostly...Full stops</p> <p>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>EXS: Spell many common exception words</p> <p>EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>EXS: Use spacing between words that reflects the size of the letters.</p>			
Year 3	<p>WTS: Start to use paragraphs to organise ideas</p> <p>WTS: In narrative and non-fiction outcomes... Use a consistent and appropriate structure in fiction and non-fiction</p> <p>WTS: Using mostly correctly Capital letters</p> <p>WTS: Using mostly correctly Full stops</p> <p>WTS: Using mostly correctly Question marks</p> <p>WTS: Using mostly correctly Exclamation marks</p> <p>WTS: Using mostly correctly Apostrophes for contraction</p> <p>WTS: Spelling some words correctly (year 3 and 4)</p> <p>WTS: Producing legible handwriting (no need for writing to be joined)</p>		<p>EXS: Mostly correctly...Subordinating conjunctions</p> <p>EXS: Use past and present tense accurately and consistently</p>	<p>EXS: Mostly correctly...Singular possession</p> <p>EXS: Adverbs</p> <p>EXS: Using 'a' / 'an' where appropriate</p>	<p>EXS: Mostly correctly...Plural possession</p> <p>EXS: Mostly correctly...Commas for</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Pronouns to avoid repetition – to build cohesion</p>	<p>EXS: Mostly correctly...Co-ordinating conjunctions</p> <p>EXS: Mostly correctly...Prepositions</p> <p>EXS: Mostly correctly...Inverted commas</p> <p>EXS: Non-fiction: Use simple devices to support the reader</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Fiction: Describe characters and settings</p> <p>EXS: Non-fiction: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>EXS: Spelling most words correctly (year 3 and 4)</p> <p>EXS: Maintaining legibility joining some of my letters</p>			



	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Year 4	<p>WTS: Use paragraphs to organise ideas</p> <p>WTS: In narratives describe character/settings</p> <p>WTS: To use a consistent and appropriate structure in fiction and non-fiction</p> <p>WTS: Capital letters</p> <p>WTS: Full stops</p> <p>WTS: Question/Exclamation marks</p> <p>WTS: Commas for lists</p> <p>WTS: Apostrophes for contraction</p> <p>WTS: Spelling some words correctly (year 3 and 4)</p> <p>WTS: Form joins, clear size and spacing of letters both lower and capital mostly correctly.</p>		<p>EXS: Adverbials/Adverbs/Prepositions</p> <p>EXS: Fronted adverbials</p> <p>EXS: Commas to mark some clauses</p>	<p>EXS: Singular possession</p> <p>EXS: Varying sentence devices and structures</p> <p>EXS: Colons to introduce a list</p>	<p>EXS: Plural possession</p> <p>EXS: Use past and present tense accurately and consistently</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Co-ordinating conjunctions</p> <p>EXS: Pronouns to avoid repetition</p>	<p>EXS: Pronouns to avoid repetition</p> <p>EXS: Subordinating conjunctions</p> <p>EXS: Inverted commas</p> <p>EXS: In non-narrative use simple devices to support the reader</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: In non-narrative use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>EXS: Spelling most words correctly (year 3 and 4)</p> <p>EXS: Maintaining legibility joining most of my letters</p>			
Year 5	<p>WTS: Write for a range of purposes</p> <p>WTS: Use paragraphs to organise ideas</p> <p>WTS: Describe character/settings</p> <p>WTS: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>WTS: Use mostly correctly...Capital letters</p> <p>WTS: Use mostly correctly...Full stops</p> <p>WTS: Use mostly correctly...Question/Exclamation marks</p> <p>WTS: Use mostly correctly...Commas for lists</p> <p>WTS: Use mostly correctly...Apostrophes for contraction</p> <p>WTS: Spelling most words correctly (year 3 and 4)</p> <p>WTS: Spelling some words correctly (year 5 and 6)</p> <p>WTS: Producing legible and fluent handwriting (some joins)</p>		<p>EXS: Mostly...Relative clauses</p> <p>EXS: Build cohesion: Varying sentence devices and structures</p> <p>EXS: Build cohesion: Fronted adverbials / adverbials / prepositions</p> <p>EXS: Commas for clarity</p> <p>EXS: Mostly...Possessive apostrophes</p>	<p>EXS: Mostly...Semi colons</p> <p>EXS: Mostly...Possessive apostrophes</p> <p>EXS: Mostly...Hyphens</p> <p>EXS: Build cohesion: Pronouns</p> <p>EXS: Integrate dialogue to convey character and advance the action</p>	<p>EXS: Mostly...Punctuation for parentheses</p> <p>EXS: Integrate dialogue to convey character and advance the action</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>	<p>EXS: Mostly...Punctuation for parentheses</p> <p>EXS: Build cohesion: Synonyms</p> <p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Mostly...Inverted commas</p> <p>EXS: Mostly...Colons</p> <p>EXS: Mostly...Modal/Passive verbs</p>	<p>EXS: Mostly...Co-ordinating conjunctions</p> <p>EXS: Mostly...Subordinating conjunctions</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing</p> <p>EXS: Spelling most words correctly (year 5 and 6)</p> <p>EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)</p>			




	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Year 6	<p>WTS: Write for a range of purposes</p> <p>WTS: Use paragraphs to organise ideas</p> <p>WTS: Describe character/settings</p> <p>WTS: Use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>WTS: Mostly correctly...Capital letters</p> <p>WTS: Mostly correctly...Full stops</p> <p>WTS: Mostly correctly...Question/Exclamation marks</p> <p>WTS: Mostly correctly...Commas for lists</p> <p>WTS: Mostly correctly...Apostrophes for contraction</p> <p>WTS: Spelling most words correctly (year 3 and 4)</p> <p>WTS: Spelling some words correctly (year 5 and 6)</p> <p>WTS: Producing legible and fluent handwriting (some joins)</p>		<p>EXS: Mostly correctly...Relative clauses</p> <p>EXS: Mostly correctly...Dashes</p> <p>EXS: Cohesion...Conjunctions – Co-ordinating and subordinating</p>	<p>EXS: Mostly correctly...Hyphens</p> <p>EXS: Cohesion...Fronted adverbials / adverbials / prepositions</p> <p>EXS: Cohesion...Pronouns</p>	<p>EXS: Mostly correctly...Passive Voice</p> <p>EXS: Mostly correctly...Possessive apostrophes</p> <p>EXS: Cohesion...Synonyms</p> <p>EXS: Integrate dialogue to convey character and advance the action</p>	<p>GDS: Promote GDS Objectives to MA pupils where appropriate and consolidation</p>
	<p>EXS: Mostly correctly...Range of sentence types (co-ordinating/subordinating)</p> <p>EXS: Mostly correctly...Modal Verbs</p>	<p>EXS: Mostly correctly...Inverted commas</p> <p>EXS: Mostly correctly...Commas for clarity</p> <p>EXS: Mostly correctly...Punctuation for parentheses</p> <p>EXS: Mostly correctly...Semi-colons</p> <p>EXS: Mostly correctly...Colons</p>	<p>EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader</p> <p>EXS: Describe characters and settings</p> <p>EXS: Describe atmosphere</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing</p> <p>EXS: Spelling most words correctly (year 5 and 6)</p> <p>EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)</p>			





Progression - LTP

Grammaristic Progression

This document exemplifies each of the Grammaristics and where they are introduced across the school in line with the national curriculum requirements. It is important to note that this is a cumulative model where previous learning must be revisited, further reinforced, and developed in every year group that follows.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adverbs and adverbial phrases 			Use adverbs to express time and cause (then, next, soon, therefore)	Use fronted adverbials (and use commas after them)	Indicate degrees of possibility using adverbs (such as perhaps, surely) Use adverbials to link ideas across paragraphs (time – later, place – nearby, number – secondly)	Link ideas using adverbials
Basics 	Leave spaces between words Compose a sentence orally before writing it	Use expanded noun phrases to describe and specify Understand what the role of a noun, adjective, adverb and verb is within a sentence	Use an or a according to whether the following word begins with a consonant or vowel Accurately use pronouns within a sentence Choose nouns and pronouns appropriately for clarity and cohesion Use prepositions to express time and cause (before, after, during, in, because of)	Use Standard English forms for verb inflections instead of spoken forms (we were instead of we was) Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases (the strict Maths teachers with curly hair) Understand and use determiners in writing	Use modal verbs to indicate possibility or certainty Understand and use relative pronouns when composing relative clauses	Use expanded noun phrases to convey complicated information concisely Understand how to make writing cohesive by repeating words or phrases

<p>Sentence structures</p> 	<p>Join words and clauses using 'and'</p>	<p>Learn to use subordination (when, if, that, because) and coordination to link sentences (or, and, but)</p> <p>Understand what is meant by a compound sentence and use them within writing</p>	<p>Use conjunctions to express time, place and cause (when, before, after, while, so, because)</p> <p>Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing</p>	<p>Appropriate use of pronoun or noun within or across sentences to aid cohesion</p>	<p>Use relative clauses that begin with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Use colons, semi-colons and dashes to link independent clauses</p>
<p>Dialogue and contracted forms</p> 		<p>Spell words with the contracted form</p>	<p>Compose sentences that include dialogue (introduce inverted commas to punctuate speech)</p>	<p>Correctly punctuate direct speech (including comma after reporting clause and punctuation to end speech before inverted comma)</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Understand the difference between vocabulary typical of informal speech and the appropriate register for formal speech and demonstrate this in writing</p> <p>Use question tags (such as isn't he?) to show the difference between informal and formal speech</p>
<p>Purpose</p> 		<p>Write for different purposes including: narratives, poetry and real events</p> <p>Use sentences with different forms: statement, question, command and exclamation</p>	<p>Use headings and sub-headings to aid presentation</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Use subjunctive to show the difference between informal and formal speech (If I were/were they to come)</p> <p>Use layout devices (such headings, sub-headings, columns, bullet points or tables) to structure a text</p>

<p>Paragraphs</p> 	<p>Sequence sentences to form short narratives</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Introduce paragraphs as a way to group related material</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Revisit, reinforce and develop upon previous year groups</p>
<p>Passive/active voice</p> 						<p>Use passive to affect the presentation of information in a sentence</p>
<p>Past and present tense</p> 		<p>Use the present and the past tenses correctly throughout writing</p> <p>Use the progressive form to mark actions in progress (she is drumming)</p>	<p>Use the present perfect forms of verbs in contrast to the past tense</p>	<p>Revisit, reinforce and develop upon previous year groups</p>	<p>Use tense choices to link ideas across paragraphs (he had seen her before)</p> <p>Use the perfect form of verbs to mark relationships between time and cause (he had seen her before)</p>	<p>Revisit, reinforce and develop upon previous year groups</p>
<p>Punctuation</p> 	<p>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use the possessive apostrophe (singular)</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use full stops, capital letters, exclamation marks and question marks to demarcate sentences</p> <p>Use commas to separate items in lists</p>	<p>Introduce inverted commas to punctuate direct speech</p> <p>Place the possessive apostrophe in regular and irregular plurals</p>	<p>Use commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause, punctuation to end speech)</p> <p>Use apostrophes to mark plural possession</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Use semi-colons within lists</p> <p>Punctuate bullet points appropriately to list information</p> <p>Understand how hyphens can be used to avoid ambiguity and demonstrate this in writing</p> <p>Use ellipsis to link ideas across paragraphs and create cohesion</p>

Formative Writing Objectives:

Y1	Writing Formative Assessment - Sonar:
Working towards the expected standard WTS	WTS: Capital letters - Using correctly sometimes
	WTS: Full stops - Using correctly sometimes
	WTS: Use simple sentences
	WTS: To spell some words containing previously taught phonemes and GPCs accurately
	WTS: Correct size and form of some letters and digits - mostly
Working at the Expected standard EXS	WTS: spacing between words - mostly
	EXS: Write about - Simple stories about myself and others
	EXS: Write about - Real events, recording these simply and clearly
	EXS: Capital letters - Using mostly correctly
	EXS: Full stops - Using mostly correctly
	EXS: Question marks - Using some correctly
	EXS: Exclamation marks - Using some correctly
	EXS: Use ' and ' conjunction
	EXS: Use ' I ' pronoun
	EXS: Use present and past tense sometimes correctly and consistently
	EXS: Use ' s ' or ' es ' to pluralise nouns
EXS: Spell some common exception words	
EXS: Form capital letters and digits mostly of the correct size, orientation and relationship to one another and to lower-case letters	
Working at the Greater Depth Standard GDS	GDS: Using consistent devices to produce accurate writing from different narrative and nonfiction genres with appropriate structure. [Across a range of the curriculum]
	GDS: Write sustained pieces which hold the interest of the reader with sentences that are accurately constructed with correct use of: capital letters and punctuation to indicate statements, questions or exclamations.
	GDS: Using extended sentences: experimenting with different conjunctions.
	GDS: Using extended sentences: experimenting with different openers (pronouns/adverbs).
	GDS: Using new words in their writing. Including precisely chosen nouns, adjectives and technical vocabulary as appropriate. Clearly spelling common exceptions words from Y1 and beyond. GDS: Clear handwriting to form pre-joins and patterns. Ensuring ascenders and descenders are clear.

Y2	Writing Formative Assessment - Sonar:
Working towards the expected standard WTS	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	WTS: Capital letters – Using correctly sometimes
	WTS: Full stops – Using correctly sometimes
	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	WTS: Spell some common exception words
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing
Working at the Expected standard EXS	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	EXS: Write about real events, recording these simply and clearly
	EXS: Capital letters – Using correctly mostly
	EXS: Full stops – Using correctly mostly
	EXS: Question marks – Using correctly mostly
	EXS: Co-ordinating conjunctions – to join clauses
	EXS: Subordinating conjunctions – to join some clauses
	EXS: Use present and past tense mostly correctly and consistently
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	EXS: Spell many common exception words
Working at the Greater Depth Standard GDS	GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
	GDS: Make simple additions, revisions and proof-reading corrections to their own writing.
	GDS: Use the punctuation taught at key stage 1 mostly correctly
	GDS: Spell most common exception words
	GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) GDS: Use the diagonal and horizontal strokes needed to join some letters.

Y3	Writing Formative Assessment - Sonar:
Working towards the expected standard WTS	WTS: Begin to use paragraphs to organise ideas
	WTS: Use a consistent and appropriate structure in fiction and non-fiction
	WTS: Capital letters - mostly correctly
	WTS: Full stops - mostly correctly
	WTS: Question marks - mostly correctly
	WTS: Exclamation marks - mostly correctly
	WTS: Apostrophes for contraction - mostly correctly
	WTS: Spelling some words correctly (year 3 and 4)
Working at the Expected standard EXS	EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader
	EXS: Fiction: Describe characters and settings
	EXS: Non-fiction: Use simple devices to support the reader (Heading, subheading, bullet points)
	EXS: Co-ordinating conjunctions - mostly correctly
	EXS: Subordinating conjunctions - mostly correctly
	EXS: Prepositions - mostly correctly
	EXS: Inverted commas - mostly correctly
	EXS: Singular possession - mostly correctly
	EXS: Plural possession - mostly correctly
	EXS: Commas for lists - mostly correctly
	EXS: Using 'a' / 'an' where appropriate - to build cohesion
	EXS: Adverbs - to build cohesion
	EXS: Pronouns to avoid repetition - to build cohesion
	EXS: Use past and present tense accurately and consistently
EXS: Spelling most words correctly (year 3 and 4)	
EXS: Maintaining legibility joining some of my letters	
Working at the Greater Depth Standard GDS	GDS: Using consistent devices to produce accurate writing from different narrative and nonfiction genres with appropriate structure. [Across a range of the curriculum]
	GDS: Write sustained pieces which hold the interest of the reader with sentences that are accurately constructed with clear use of: paragraphs and word choice.
	GDS: Using extended sentences: experimenting with a range of different openers (pronouns/adverbs/verbs).
	GDS: Using extended sentences: experimenting with a range of different adverbials (time/reason/manner/place).
	GDS: Use of all punctuation taught is accurate.
	GDS: Writing is edited: changes are made to create greater impact on the reader.
GDS: Maintaining legibility joining most of my letters.	

Y4	Writing Formative Assessment - Sonar:
Working towards the expected standard WTS	WTS: Use paragraphs to organise ideas
	WTS: Fiction: In narratives describe character/settings
	WTS: Non-fiction: To use a consistent and appropriate structure in fiction and non-fiction
	WTS: Capital letters - mostly correctly
	WTS: Full stops - mostly correctly
	WTS: Question/Exclamation marks - mostly correctly
	WTS: Commas for lists - mostly correctly
	WTS: Apostrophes for contraction - mostly correctly
	WTS: Spelling some words correctly (year 3 and 4) EXS: Maintaining legibility joining some of my letters
Working at the Expected standard EXS	EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader
	EXS: Fiction: Describe characters and settings
	EXS: Fiction: Describe atmosphere
	EXS: Non-Fiction: In non-narrative use simple devices to support the reader (Heading, subheading, bullet points)
	EXS: Co-ordinating conjunctions - Use a range mostly correctly
	EXS: Subordinating conjunctions - Use a range mostly correctly
	EXS: Fronted adverbials - mostly correctly
	EXS: Inverted commas - mostly correctly
	EXS: Singular possession - mostly correctly
	EXS: Plural possession - mostly correctly
	EXS: Commas to mark some clauses - mostly correctly
	EXS: Colons to introduce a list - mostly correctly
	EXS: Varying sentence devices and structures - to build cohesion
	EXS: Adverbials/Adverbs/Prepositions - to build cohesion
	EXS: Pronouns to avoid repetition - to build cohesion
EXS: Use past and present tense accurately and consistently	
EXS: Spelling most words correctly (year 3 and 4)	
EXS: Maintaining legibility joining most of my letters	
Working at the Greater Depth Standard GDS	GDS: Using consistent devices to produce accurate writing from different narrative and nonfiction genres with appropriate structure. [Across a range of the curriculum]
	GDS: Write sustained pieces which hold the interest of the reader with sentences that are accurately constructed with clear use of: paragraphs and word choice.
	GDS: Using extended sentences: experimenting with a range of different openers (pronouns/adverbs/verbs).
	GDS: Using extended sentences: experimenting with a range of different adverbials (time/reason/manner/place).
	GDS: Use of all punctuation taught is accurate and had impact.
	GDS: Writing is edited: changes are made to create greater impact on the reader.
GDS: Maintaining legibility joining my letters.	

Y5	Writing Formative Assessment - Sonar:	
Working towards the expected standard WTS	WTS: Write for a range of purposes	
	WTS: Use paragraphs to organise ideas	
	WTS: Fiction: Describe character/settings	
	WTS: Non-fiction: Use simple devices to support the reader (Heading, subheading, bullet points)	
	WTS: Capital letters - mostly correctly	
	WTS: Full stops - mostly correctly	
	WTS: Question/Exclamation marks - mostly correctly	
	WTS: Commas for lists - mostly correctly	
	WTS: Apostrophes for contraction - mostly correctly	
	WTS: Spelling most words correctly (year 3 and 4)	
	WTS: Spelling some words correctly (year 5 and 6)	
WTS: Producing legible and fluent handwriting (most joins)		
Working at the Expected standard EXS	EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader	
	EXS: Fiction: Describe characters and settings	EXS: Colons - mostly correctly
	EXS: Fiction: Describe atmosphere	EXS: Dashes - mostly correctly
	EXS: Fiction: Integrate dialogue to convey character and advance the action	EXS: Hyphens - mostly correctly
	EXS: Co-ordinating conjunctions - a range mostly correctly	EXS: Possessive apostrophes - mostly correctly
	EXS: Subordinating conjunctions - a range mostly correctly	EXS: Varying sentence devices and structures - to build cohesion
	EXS: Modal/Passive verbs - a range mostly correctly	EXS: Fronted adverbials / adverbials / prepositions - to build cohesion
	EXS: Relative clauses - a range mostly correctly	EXS: Pronouns - to build cohesion
	EXS: Inverted commas - mostly correctly	EXS: Synonyms - to build cohesion
	EXS: Commas for clarity - mostly correctly	EXS: Use verb tenses consistently and correctly throughout their writing
	EXS: Punctuation for parentheses - mostly correctly	EXS: Spelling most words correctly (year 5 and 6)
	EXS: Semi colons - mostly correctly	EXS: Punctuation for parentheses - mostly correctly
	EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)	
	Working at the Greater Depth Standard GDS	GDS: 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 (literary language, characterisation, structure)
GDS: Distinguish between the language of speech and writing and choose the appropriate structure (register)		
GDS: Exercise and assured and conscious control over sentence/word choice particularly through manipulating grammar and vocabulary to achieve this (does not have to be a single piece/ must be context driven)		
GDS: Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)		
GDS: Writing is edited: changes are made to create greater impact on the reader.		

Y6	Writing Formative Assessment - Sonar:	
Working towards the expected standard WTS	WTS: Write for a range of purposes	
	WTS: Use paragraphs to organise ideas	
	WTS: Fiction: Describe character/settings	
	WTS: Non-fiction: Use simple devices to support the reader (Heading, subheading, bullet points)	
	WTS: Capital letters - mostly correctly	
	WTS: Full stops - mostly correctly	
	WTS: Question/Exclamation marks - mostly correctly	
	WTS: Commas for lists - mostly correctly	
	WTS: Apostrophes for contraction - mostly correctly	
	WTS: Spelling most words correctly (year 3 and 4)	
WTS: Spelling some words correctly (year 5 and 6)		
WTS: Producing legible and fluent handwriting (some joins)		
Working at the Expected standard EXS	EXS: Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader	
	EXS: Fiction: Describe characters and settings	EXS: Punctuation for parentheses - using a range mostly correctly
	EXS: Fiction: Describe atmosphere	EXS: Semi-colons - using a range mostly correctly
	EXS: Fiction: Integrate dialogue to convey character and advance the action	EXS: Colons - using a range mostly correctly
	EXS: Range of sentence types (co-ordinating/subordinating) - using a range mostly correctly	EXS: Dashes - using a range mostly correctly
	EXS: Modal Verbs - using a range mostly correctly	EXS: Hyphens - using a range mostly correctly
	EXS: Passive Voice - using a range mostly correctly	EXS: Possessive apostrophes - using a range mostly correctly
	EXS: Relative clauses - using a range mostly correctly	EXS: Use verb tenses consistently and correctly throughout their writing
	EXS: Inverted commas - using a range mostly correctly	EXS: Spelling most words correctly (year 5 and 6)
	EXS: Commas for clarity - using a range mostly correctly	
EXS: Maintaining legibility, fluency and speed in handwriting when writing at speed (joined)		
Working at the Greater Depth Standard GDS	GDS: 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 (literary language, characterisation, structure)	
	GDS: Distinguish between the language of speech and writing and choose the appropriate structure (register)	
	GDS: Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this (does not have to be a single piece/ must be context driven)	
	GDS: Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)	