



# ENGLISH CURRICULUM

STAINDROP CE PRIMARY SCHOOL



#### Barriers to Reading for Staindrop CE Pupils:

- Falling levels of Literacy and language development on entry (40% below 2021/22 baseline assessment)
- Large percentage working parents-time poor: Less children have reading modelled and supported at home.
  - Lack of knowledge of basic fairy tales/nursery rhymes
  - PP above National Average
  - High levels of mobility into school during KS2
- Lacking confidence in communication/presentation skills

#### CURRICULUM AIM: Love of Reading

READ EASILY, FLUENTLY AND WITH GOOD UNDERSTANDING, MAKING A STRONG START IN THE EYFS-LEARN TO READ

DEVELOP THE HABIT OF READING WIDELY AND OFTEN, FOR BOTH PLEASURE AND INFORMATION IN ALL CURRICULUM AREAS – READ TO LEARN

APPRECIATE OUR RICH AND VARIED LITERARY HERITAGE WHICH SUPPORTS THEIR WIDER UNDERSTANDING OF THE WORLD AROUND THEM-  
READING JOURNEY

#### CURRICULUM AIM: Know more, Do more & Remember more

ACQUIRE A WIDE VOCABULARY THROUGH A LANGUAGE RICH ENVIRONMENT

HAVE A PROGRESSIVE UNDERSTANDING OF GRAMMAR AND KNOWLEDGE OF LINGUISTIC CONVENTIONS FOR READING, WRITING AND SPOKEN LANGUAGE

WRITE CLEARLY, ACCURATELY AND COHERENTLY, ADAPTING THEIR LANGUAGE AND STYLE IN AND FOR A RANGE OF CONTEXTS, PURPOSES AND AUDIENCES

#### CURRICULUM AIM: Meet people, go places & make things happen

USE DISCUSSION IN ORDER TO LEARN; BE ABLE TO ELABORATE AND EXPLAIN CLEARLY THEIR UNDERSTANDING AND IDEAS

BE COMPETENT IN THE ARTS OF SPEAKING AND LISTENING, MAKING FORMAL PRESENTATIONS, DEMONSTRATING TO OTHERS AND PARTICIPATING IN DEBATE.

"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"

Aims	Implementation							
For children to read easily, fluently and with good understanding –EYFS/KS1	systematic phonics system introduced from week 1 in reception to ensure all children make a strong start.	Small focused group teaching that has pace and engages children.	Regular 6-8 weekly phonics assessments and regrouping to ensure precise tracking and progress for all.	Regular high quality CPD , training and coaching for staff.	Use of of regular high quality 1:1 tutoring accelerate progress and support vulnerable pupils	3 read approach: R1. decoding R2. fluency R3. comprehension and expression	Home reading books matched phonics books. Alongside reading for pleasure books to share at home.	Use of catch-up funding to support lowest 20% of readers
To develop the habit of reading for pleasure	Daily story time - in all classes. Story time texts mapped across school-Termly 'I wonder' boxes.	School Reading routes- develop independence and exposure to a broad range of authors and genres	Accelerated reader – support appropriate text choice and motivate readers through competitions, millionaire readers  GoRead-digital reading records to monitor independent reading.	Reading Journey- Taught texts planned out to include a wide range of quality, new and classic texts. Include a range of authors from different cultures and backgrounds	Reading profile- Reading is highly valued. Staff are knowledgeable and enthusiastic about reading. High investment in quality books including non-fiction-termly 'I wonder' boxes.  Reading corners/VIP shelves/School Library	Time- Daily quiet reading time- time to get in the 'flow',	Enrichment- World book day Durham book festival author visits  Parent workshops to support at home	
For children to read easily, fluently and with good understanding-KS2	Questioning and rich discussion-'Book Talk'	Whole class guided reading approach	VIPERS-Reading skills Vocabulary, inference, prediction, explanation, retrieval and summarising	Experience Days and engaging with quality texts Infer wonder observe Likes/dislikes/patterns and puzzles	Drama and roleplay opportunities	Targeted small group intervention needed e.g. reading between the lines	Accelerated reader comprehension quizzes	
Acquire and use a wide vocabulary	Magpie from quality texts- English working walls	Explicit teaching Daily -use of Frayer model Shades of meaning/ shade'o'meter Dictionary/thesaurus work Chotting			Pre-teaching vocabulary	Vocabulary developed across the curriculum-identified on knowledge mats	Vocabulary rich environment	
For children to be able to write for a variety of purposes with accuracy and cohesion	Quality text-based literacy units of work mapped across school.	Engaging writing tasks High quality with clear Audience, modelled/shared writing purpose and intent.sessions-Use of	sentence stacking	Targeted oral and written feedback	Opportunities to write across the curriculum e.g. writing as a scientist, historian	Editing Planning/ Drafting/redrafting- presentation	Oral story telling/ publishing writing in different ways	Multi sensory & Systematic cursive handwriting program
To be able to communicate clearly their thoughts and ideas in writing	Grammar taught in context with agreed & consistent terminology and end of year expectations		Systematic spelling program	Non-negotiables for each year group	Success criteria clearly given for written tasks-writing rainbow	Rapid intervention		
To confidently present to others and take part in demonstrations or debate.	Use of ICT: VR, Green screen etc.		Performances/church service Oral storytelling		In class debates/discussion		Drama/roleplay techniques	

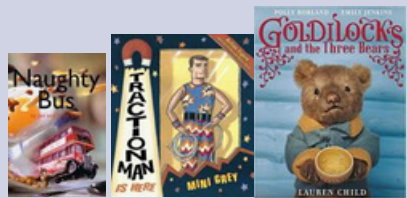
# Autumn Term

# Spring Term

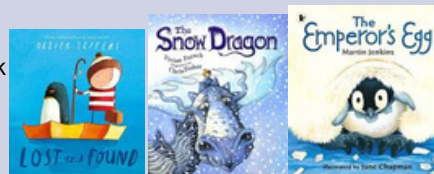
# Summer Term

Y1

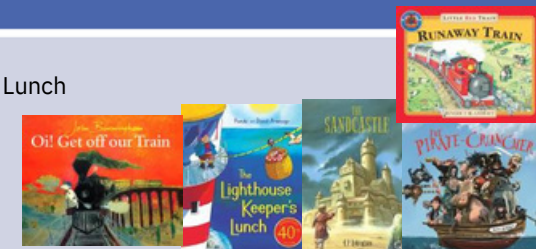
Toys and Games  
Goldilocks and the Three Bears  
Naughty Bus  
Traction Man  
Poetry –When I am by Myself



Snow Dragons  
Lost and Found  
Emperor's Egg  
Ice Planet Adventure Park

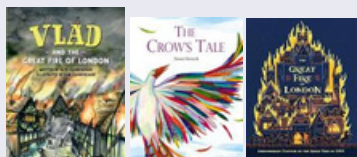


Oi Get off my Train  
The Light house Keeper's Lunch  
The Sandcastle  
The pirate cruncher  
Poetry –Desk Diddler

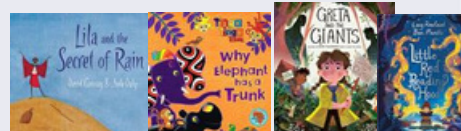


Y2

Vlad and The Great Fire of London  
Horrid Henry  
The Owl Who was Afraid of the Dark  
The Crow's Tale  
Poetry –Firework Night



Tinga, Tinga Tales  
Lila and the Rain  
Meerkat Mail  
Greta and the Giants  
Little Red Reading Hood



Tales of Beatrix Potter  
Beatrix and the bunnies  
All About Castles  
Night of the Gargoyles  
Poetry –If I were in Charge of the World



Core texts

Guided Reading/Read Aloud

Core texts

Guided Reading/Read Aloud

Core texts

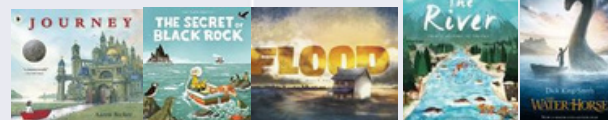
Guided Reading text/Read Aloud

Y3

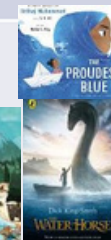
Stone Age Boy  
How to Wash a Woolly Mammoth  
The Street Beneath my Feet  
Skara Brae  
Poetry –Autumn is Here



The Blue and Red Umbrella  
The Secret of Black Rock  
Poetry –The River  
Flood  
Journey



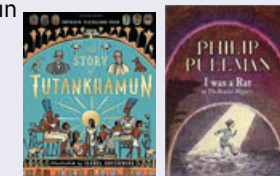
The Water horse  
The Proudest Blue



Egyptian Cinderella  
Secrets of the Sun King  
Hatshepsut Egypt

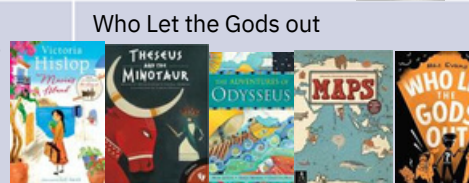


I was a Rat  
Tutankhamun



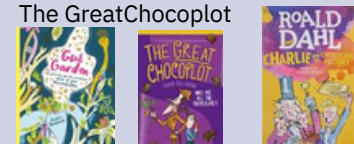
Y4

Maria's Island  
Theseus and the Minotaur  
Greek Brochure (Maps)-  
persuasive advert



Charlie and the Chocolate  
Factory-narrative  
Feast (film short )  
Gut Garden-digestive system  
explanation

Poetry -Revoltng rhymes  
The GreatChocplot



Escape from Pompeii  
The Lost Thing  
Roman Battle Cry  
Poetry –The magic  
paintbrush



Kensuke's Kingdom-adventure

Y5

Beowulf-myth/legend  
Cosmic-narrative  
Hidden Figures-non  
chronological report  
Poetry –Still I rise



The Explorer-narrative  
The Rain Player-  
explanation/instructions  
Jumanji-narrative  
Poetry –The Malfesance  
Holes-persuasive leaflet

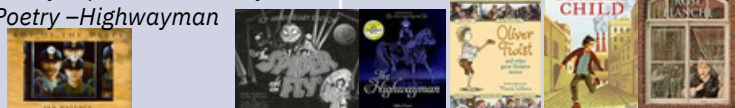


The Nowhere Emporium-narrative  
Treason-1st person recount  
Azzie In-between-speech writing



Y6

Oliver Twist-narrative  
Boy of the Deeps-diary entry  
Poetry –Spider and the Fly  
Poetry –Highwayman



War Game-narrative  
War is Over-narrative  
Letters from theLighthouse-  
letter writing  
Rose Blanche-  
narrative



Plastic-persuasivepitch Moth-  
narrativepoem Whale-narrative  
Origin of the species-Non-  
fiction David Attenborough-  
biography



	Autumn writing units	New Grammar:	Spring writing units	NewGrammar:	Summer writing units	NewGrammar:
Year 1	Toys and Games-non-fiction Naughty Bus-Narrative Traction Man -Narrative	<ul style="list-style-type: none"> <li>Lowercase letters</li> <li>Capital letters (for I and start of sentences)</li> <li>Full stops</li> <li>Common nouns -Singular and plural</li> </ul>	Lost and Found-narrative Ice Planet-Information text When I'm by myself-poetry	<ul style="list-style-type: none"> <li>Proper nouns/Capital letters for proper nouns</li> <li>Conjunctions and, but, so, or</li> <li>Verbs –ing and ed</li> <li>Question words &amp; questions marks</li> </ul>	The Light House keeper's lunch- narrative The train ride-narrative Pirates-information text	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adding Un-to change meaning</li> <li>Sentences &amp; sequencing sentences</li> </ul>
Year 2	Vlad and the Great fire-Diary Horrid Henry-Narrative The Owl who was Afraid of the Dark- narrative Bird Feeders-instructions	<ul style="list-style-type: none"> <li>Past and present tense</li> <li>Adverbs</li> <li>Expanded noun phrases</li> <li>Commas in a list and between adjectives</li> <li>Statements, questions, commands, exclamations</li> </ul>	Lila and the secret of Rain-Poetry Little red reading hood-fairytale Greta and the giants-speech Meerkat mail-postcard/recount	<ul style="list-style-type: none"> <li>Apostrophes-contractions</li> <li>Apostrophes-possession names</li> <li>Compound words</li> <li>Conjunctionse.g.because that when if</li> </ul>	Peter Rabbit-Narrative Biography –Beatrix Potter Minpins-narrative Night of the Gargoyles – Narrative Castles-information text	Revision of grammar taught so far
Year 3	How to wash a Wooley mammoth-Instructions Stone Age Boy-Narrative Street Beneath my feet-Explanation	<ul style="list-style-type: none"> <li>Prepositions</li> <li>Adverbs of time, place and cause</li> <li>Main clauses</li> </ul>	The River-poetry Flood-news report Journey-narrative Blue and Red Umbrella-narrative	<ul style="list-style-type: none"> <li>Coordinating conjunctions-FANBOYS</li> <li>Direct speech then reporting clause</li> <li>Present progressive &amp; past progressive</li> </ul>	Secrets of the Sun King -narrative Egyptian Cinderella-narrative Hatshepsut-biography	<ul style="list-style-type: none"> <li>Apostrophes for singular possession</li> <li>Present perfect tense</li> <li>Determiners (a and an)</li> </ul>
Year 4	Theseus and the minotaur Greece-persuasive advert/non chron report Maria's Island-narrative	<ul style="list-style-type: none"> <li>Pronouns/Possessive pronouns</li> <li>Main and Subordinating clauses – subject &amp; verb</li> <li>Subordinating conjunctions</li> <li>Adverbials/fronted adverbials</li> </ul>	Feast-narrative Charlie and the chocolate factory- narrative Gut Garden-Explanation text	<ul style="list-style-type: none"> <li>Direct and indirect speech</li> <li>Determiners</li> <li>Collective nouns</li> <li>Abstract nouns</li> </ul>	The magic paintbrush-poetry Escape from Pompeii-narrative Journey of Iliona-diary Roman Fort-TripAdvisor review The lost thing-narrative	<ul style="list-style-type: none"> <li>Apostrophes-plural possession</li> <li>Bullet points</li> </ul>
Year 5	Beowulf-Narrative Still I Rise-poetry Cosmic-Narrative	<ul style="list-style-type: none"> <li>Relative pronouns</li> <li>Concise expanded noun phrases</li> <li>Relative clauses</li> <li>Modal verbs</li> </ul>	The Explorer-narrative Jumanji-Narrative Holes-persuasive leaflet	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Commas to clarify meaning subject/object</li> <li>Active and passive voice</li> </ul>	Treason-Diary Azzi In-between-persuasive speech Nowhere Emporium-narrative	<ul style="list-style-type: none"> <li>Colons</li> <li>Past perfect tense</li> <li>Future perfect tenses</li> </ul>
Year 6	Oliver Twist-diary entry and character description Spider and the fly-narrative poetry Highwayman-monologue  You wouldn't want to be a Victorian miner -non chronological report	<ul style="list-style-type: none"> <li>Semi –colons</li> <li>Question tags</li> <li>Adverbs for degrees of possibility</li> <li>Ellipsis</li> </ul>	Letters from a lighthouse-recount Rose Blanche-narrative War is over-letters (formal and informal)	<ul style="list-style-type: none"> <li>Formal and informal language</li> <li>Subjunctive form</li> <li>Dashes/Hyphens</li> <li>Devices for cohesion</li> </ul>	Plastic-persuasive argument David Attenborough-biography or Darwin's dragons-biography The whale-Narrative Boy in the Tower-News Report/Instructions	Revision and application of previously taught grammar

Our approach to Reading is based on 3 guiding principles...

- High quality, small group synthetic phonics teaching which enables our youngest children to make a strong start with reading-Read Write Inc Phonics
- Exposure to a wide range of inspiring, high-quality texts to instill a love of reading in our pupils. These are mapped out in our school Reading journey to ensure children have a breadth and depth of experiences with fiction and non-fiction books.
- High quality whole-class guided reading sessions to develop the skills of comprehension based on the Reading Vipers. These Vipers are taught progressively across school (see VIPERS progression chart).



VIPERS	Vocabulary	Inference	Prediction	Evaluation	Retrieval	Summary
EYFS	Can understand simple words and phrases	Use pictures to talk about what happened in stories.	Can join in with repetitive language and refrains.	Can say if they like or dislike a story.	Can answer a simple question about a story.	Can talk about what happened in a story
Y1	Can explain what a familiar word means	Can describe what has happened and how characters feel.	Can say what they think might happen next.	Can describe what they liked or disliked about a text.	Can find the answer to a simple question.	Can identify the main parts of a narrative e.g. beginning, middle, end
Y2	Can read and find a word based on it's meaning in the text. Can explain what a less-familiar words might mean.	Can explain what a character is feeling based on what they do or say.	Can make a simple prediction based on what they have read so far.	Can give their opinion on a text and explain their reasons.  Can describe the features of the text structure.	Can find the answer to questions about text structure, plot, characters and settings.	Can order up to 5 main events in a story and describe each one.  Can write a simple book review.
Y3	Can define a word and think of alternatives with similar meanings.	Can explain why events have taken place based on evidence in the text.	Can make predictions about characters and events giving reasons from the text.	Can evaluate the main features of a text. Can identify use of descriptive language.	Can find and retrieve answers to questions from a range of increasingly challenging and lengthy texts.	Can describe the most important events in a narrative.
Y4	Can infer the meaning of an unknown word from its context.  Identify effective word choices within a text.	Can infer meaning beyond the literal and use a range of evidence from the text to explain them.	Can explain possible outcomes based on evidence of how characters think, feel and behave.	Can describe the purpose audience, viewpoint, or narrative development in a text and give examples of this.		Can summarise a chapter within a given number of words, ordering the key events chronologically.
Y5	Can describe the effect of using particular words or phrases.	Can describe their own impressions of characters, settings, events quoting evidence from the text to justify their opinions	Can make predictions based on their own knowledge and relate them to themselves or wider reading.	Can evaluate the overarching theme or genre of a text and identify features that support this. Can comment on the effectiveness of the authors' writing.	Uses skimming and scanning techniques to locate the answers to questions from a range of increasingly challenging and lengthy texts.	Can summarise the aims and themes of a paragraph/chapter and order the events.
Y6	Can given reasons for the authors choice of language and relate to the purpose of the text.	Can fully explain reasons for actions, reactions and their own opinions on a range events using a range of evidence from the text.	Can predict different scenarios for characters based on a knowledge of the characters background and character traits. Can predict how events may unfold differently in different circumstances.	Can evaluate the overall effectiveness of a piece of writing and whether the author has achieved their intended outcome. Can identify areas that could be improved.		Can summarise parts of or whole texts and order both key and incidental events. Can identify parallel storylines. Can summarise the authors purpose and intent.

# Our writing approach is based on three guiding principles...

- **Units of work** that are centered on a quality text mapped into our school 'Reading Journey'.
- **Teaching sequences** that are composed from a mixture of experience days, sentence stacking lessons and independent writing sessions.
- **Vocabulary, Grammar and Writing techniques** are taught in context of a piece of writing under the structural framework of **The Writing Rainbow**. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

## Key Benefits

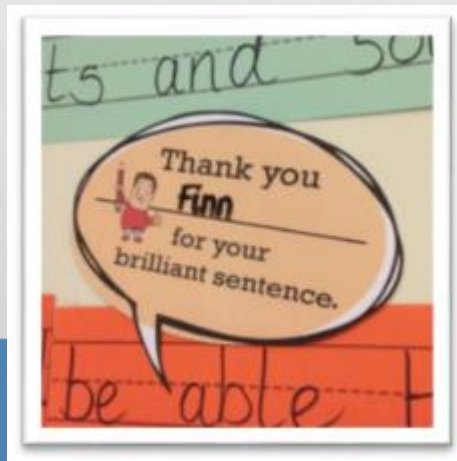
1. Children have a wide range of experience in using different sentence structures and can describe their effects.
2. Pupils understand how to choose and apply grammar and literary techniques in their independent writing.
3. The narrative journey and writing shapes help structure a whole narrative or non-fiction text.
4. High quality texts and teacher modelling ensures that children have experience of what high quality writing looks like and understand the process of writing.
5. Vocabulary is taught as an integral part of the writing process and developed in every lesson.



**Modelling:** the teacher does demonstration writing, explicitly explaining choices of words etc. Using 2-3 lenses from the Writing Rainbow (KS1 focus on the fantastic and basic grammar lenses) to write three sentences, using vocabulary, grammatical or literary features rehearsed in the initiate stage.



**Enable:** Being clear about the sentence idea, the children are then asked to write their sentences sticking to the clear criteria. The children have their 'chottings' to support their word choices. They stack their sentences on their writing side of their page. Example of the children's sentences are borrowed to create an ongoing class piece of writing.



Each sentence stacking lesson is based around a 'plot point' for narrative, or a 'shape' for non-fiction genres

# Independent writing/ Editing

Towards the end of the unit, pupils then plan, write and edit an **independent piece/independent plot points** linked to the main text, where success criteria are shared, and they have the chance to demonstrate the skills and knowledge about sentences and genre they have learnt. This writing may spread be over several days in KS2.

**Editing:** During the Independent Write it is crucial that children's errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address. This is mainly done through verbal feedback.

The final part of the writing process looks at revision of what has been crafted.

The suggested approach is to interrogate the writing in three ways –

E1 =Revise –spelling, punctuation and grammar.Children are given a limited number of SPaG errors to find.

E2= Rewrite\*.....\* indicates the sentences that are to be re-written by the child

E3=Add more-Where the ^ indicates the child writes an additional sentence or sentences giving more detail specifically about the previous sentence.

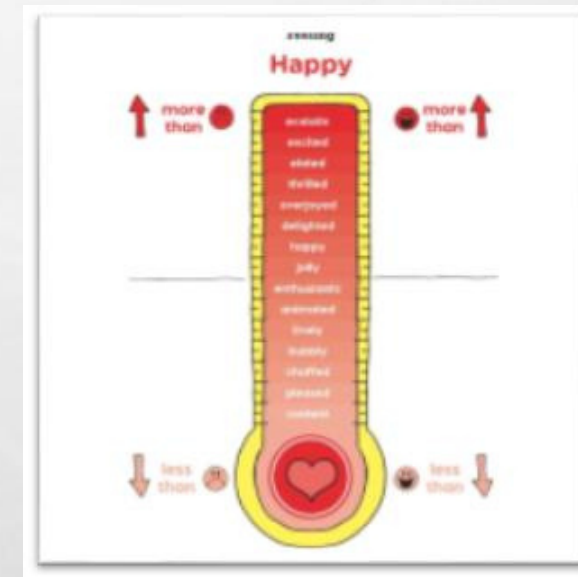
# The Writing Rainbow

27 Symbols which represent the focus being taught—these are the ideas of writing, grammar skills or a literary techniques. These are progressively mapped into our writing progression.





F	A	N	T	A	S	T	I	M	C
									
Feeling	Asking	Noticing	Touching	Action	Smelling	Taste	Imagining	Checking	
GRAMMARISTICS									
									
Adverbs & Adverbial Phrases	Basics	Complex Sentences	Dialogue & Contracted Forms	Purpose	Paragraphs	Passive / Active Voice	Past and Present Tense	Punctuation	
B O O M T A S T I C S									
									
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Personification	Personification	

# Thesaurus Thinking/ Shade-o-meter

The teacher models thinking about alternatives to vocabulary choices which have positive or negative intent, using a shade-o-meter –teaches pupils about specific words, shades of meaning and enhances vocab knowledge.



The Purposes of writing  
Writing signposts...

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

# WRITING PROGRESSION

EYFS-Y6

Transcription:

Composition:

Spelling



Handwriting



Composition: structure and purpose  
Vocabulary, grammar and punctuation



EYFS  
(Development matters  
2021)

Spell words by identifying the sounds and then writing the sound with letter/s.

Show children how to touch each finger as they say each sound.

For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell

Spell with Fred fingers  
Red rhythms

Form lower-case and capital letters correctly.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Write the sound

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Hold a sentence



Re-read what they have written to check that it makes sense.

Model how you read and re-read your own writing to check it makes sense.

Hold a sentence

Verbally articulate their ideas and thoughts in well-formed sentences.



Use complete sentences in your everyday talk.

Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions

Connect one idea or action to another using a range of connectives.













Narrate events and actions. Remind children of previous events. Extend their thinking.



Learn and use new vocabulary.

Identify new vocabulary before planning activities, Bring in objects, pictures and photographs to talk about,. Discuss which category the word is in. Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object.



	Transcription:		Composition:	
Year 1 Writing (2021 Ready to progress criteria highlighted in yellow boxes)	Spelling 	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Write from memory, simple dictated sentences containing the GPCs and words taught so far. <b>Hold a sentence</b>	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	Compose sentences orally before writing; talk about where the sentence begins and ends. 	Write sentences or sentence-like structures which can be clearly understood. 	
Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. <b>Spell with Fred fingers</b>		Attempt to write appropriately to the task. 	Often use 'and' to join words and clauses. 	
Spell words using the prefix un-e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Capital letters formed correctly for some names of people, places and the days of the week.	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. 	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. 	
Spell most common exception words in the YR 1 spelling appendix. <b>Red rhythms</b>	Some spaces are left between words, although inconsistent.	Compose orally and write simple poems. 	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. 	
Recognise and spell a set of simple compound words		Re-read writing to check it makes sense 	Sometimes include adjectives for description. 	
Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.	Most letters sit on the line correctly.	Discuss own writing with others; make simple changes where suggested.	Begin to use some features of Standard English e.g. I did. 	
Name the letters of the alphabet in order.				

**Transcription:**

**Composition:**

**Spelling**



**Handwriting**

**Composition: structure and purpose**

**Vocabulary, grammar and punctuation**

**Year 2 Writing**

(2021 Ready to progress criteria highlighted in yellow boxes)

Write from memory, simple dictated sentences which include familiar words and GPCs.

Hold a sentence/Dictation

Spell common decodable two and three syllable words which include familiar graphemes.

Dots and dashes

Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.

Word changers/choose the right word

Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.

Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.

Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Holds pencil correctly.

Writing is legible.

All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.

Spacing is appropriate to the size of letters.

Some letters are joined correctly, according to the school's handwriting approach.

Compose sentences orally. Use the drafting process to gather and write down ideas and key words.



Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.



Write about real events, maintaining form and purpose.



Compose orally and write poetry in a variety of forms.



Re-read and check own writing. Proof-read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.



Co-ordinate sentences using and, or, but.



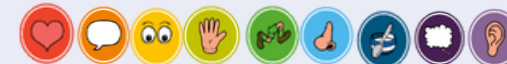
Sometimes use subordination e.g. when, if, because.



Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.



Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.



Identify word classes: noun, adjective, verb and adverb.



Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming



Use appropriate features of Standard English.







**Transcription**

**Spelling**



**Handwriting**

**Composition:**

**Composition: structure and purpose**

**Vocabulary, grammar and punctuation**

**Year 4 Writing  
(2021 Ready to progress criteria)**

Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.

Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-

Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes – sion, -ous, -cian and –lye.g. completely, basically.

Write words spelt che.g. scheme, chemist, chef.

Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.

Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.

Spell the majority of words from the YR 3-4 word list.

Writing is legible.

All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.

Writing is spaced sufficiently so that ascenders and descenders do not meet.

Appropriate letters are joined consistently.

Discuss and develop initial ideas in order to plan and draft before writing.



Write to suit purpose and with a growing awareness of audience, using some appropriate features.



Organise writing into sections or paragraphs, including fiction and non-fiction



Appropriately use a range of presentational devices, including use of title and subheadings.



Use dialogue, although balance between dialogue and narrative may be uneven.



Describe characters, settings and plot, with some interesting details



Evaluate own and others' writing; proof-read, edit and revise.

Write a range of sentence types which are grammatically accurate e.g., commands, questions and statements.



Experiment with sentences with more than one clause and use a variety of co-ordinating & subordinating conjunctions to join words and sentences e.g. FANBOYS /WHITEBUS



Use adverbial phrases to create cohesion between sentences.



Vary sentence openings e.g. fronted adverbials, verb phrases, subordinate clauses



Use expanded noun phrases to add detail



Use inverted commas accurately for direct speech.



Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, after fronted adverbials and fronted subordinate clauses and before co-ordinating conjunctions.



Identify the correct determiner e.g. a, an, these, those.



Usually use the past or present tense, and 1st/3rd person, consistently.



**Transcription**



**Spelling**

**Handwriting**

**Composition:**

**Composition: structure and purpose**

**Vocabulary, grammar and punctuation**

**Year 5 Writing**

**(2021 Ready to progress criteria highlighted in yellow boxes)**

Write from memory, dictated sentences which include words from the ks2 curriculum.

Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.

Spell correctly words with letters which are not sounded e.g. knight, solemn.

Use the hyphen to join a prefix to a root e.g. re-enter.

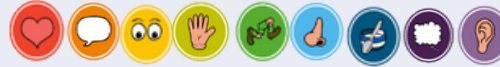
Spell some homophones from the YR 5-6 spelling appendix.

Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)

Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Discuss and develop initial ideas in order to plan and draft before writing.



Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.



Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)



Use a range of presentational devices, including use of title, subheadings and bullet points.



Use dialogue to indicate character and event.



Describe characters, settings and plot, with growing precision.



Find key words and ideas; begin to write a summary.

Evaluate own and others' writing; with direction, proof read, edit and revise.

Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.



Demarcate sentences correctly. Use comma to demarcate clauses in complex and compound sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. Use colons to introduce a list/clarify information. Use semi colons to list phrases.



Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.



Usually maintain correct tense. Including



Begin to recognise active and passive voice.



Identify and select determiners.




















Choose vocabulary and grammar to suit formal and informal writing, with guidance.



Use vocabulary which is becoming more precise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.



	Transcription		Composition:	
Year 6 Writing (2021 Ready to progress criteria)	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.	Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.	Writing is legible and fluent. (Quality may not be maintained at speed.)	Discuss and develop ideas; routinely use the drafting process before and during writing. 	Write a range of sentence structures (simple and complex) including relative clauses, subordinate clauses and compound sentences e.g. using 'that', 'which'. FANBOYS /WHITEBUS 
Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.		Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. 	Use a wide range of punctuation including brackets and dashes; consistent use of commas (and for for effect); colons and semi-colons for lists/conjunctions; hyphens; consistent use of bullet points. 
Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.	Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. 	Use modal verbs to indicate degrees of possibility. 
Spell some challenging homophones from the YR 5-6 spelling appendix.	Spell some challenging homophones from the YR 5-6 spelling appendix.		Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase 	Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. 
Spell the majority of words from the YR 5-6 statutory word list.	Spell the majority of words from the YR 5-6 statutory word list.		Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. 	Understand and use active and passive voice. 
			Integrate dialogue to convey character and advance the action. 	Identify the subject and object. Identify synonym and antonym. 
			Describe characters, settings and atmosphere, with some precision. 	Select vocabulary and grammar to suit formal and informal writing. 
			Summarise longer passages, when required.	Use vocabulary which is varied, interesting and precise. 
			Evaluate own and others' writing; proofread, edit and revise.	Use a dictionary and thesaurus to define words and expand vocabulary. 

# Supporting pupils with SEND



## To ensure all pupils have access to HQT

- Mastery Approach (concepts taught in small steps, guided independent practice, examples/non-examples)
- writing/planning frames breakdown learning and scaffold thinking
- Vocabulary (explicitly taught, pre-teaching if necessary, visual aids, celebrated)
- Metacognitive strategies (FB4, KIRFs, questioning, paired thinking/reasoning and problem solving aloud)

## To create a positive and inclusive environment for all learners...

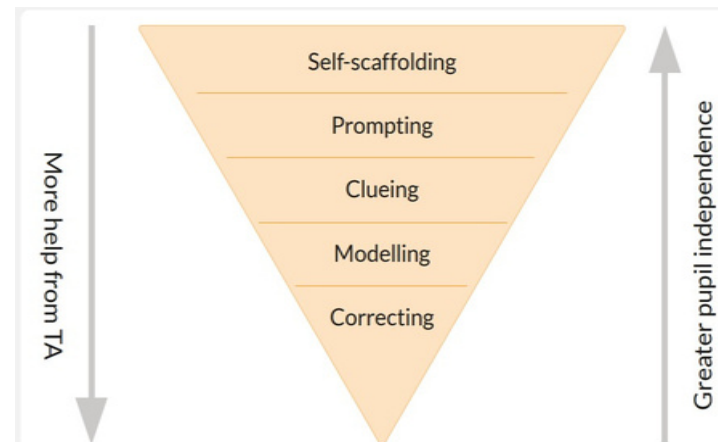
- Inspire and engage children through use of a range of pedagogical approaches e.g. role-drama, modelling
- Visual Aids e.g. Video clips, pictures
- Partner talk, discussions and feedback (reasoning, TTYP, non-verbal feedback)
  - Growth mindset approach

## To assess and implement targeted intervention

- Regular marking, AFL strategies/diagnostic assessment used to identify gaps in learning
- Access to high-quality intervention /additional support

## To deploy support staff effectively

- Support staff have understanding of English curriculum, VIPERS & Sentence stacking approach-CPD
- TA models high-level vocabulary/supports and encourage rich discussion
- TA focus on understanding rather than task completion
- Frequent discussions with CTs about pupil learning/ongoing assessment



# Indicators of Great Depth in Writing:

- **Concision** is key. The old adage 'less is more' can be applied to greater depth writers. Excellent writers will instinctually vary the length of their sentences when the writing calls for it. They'll have the confidence in their short sentences to leave them be; they don't just write the next thing that comes into their heads. The ability to self-edit their writing and remove extraneous content or exposition.
- **Punctuation** should be precise and controlled, but also used for effect rather than a conspicuous opportunity to shoehorn some semicolons into proceedings. Commas and parentheses allow the writer to inject carefully considered clauses or deft asides. Dialogue gives pupils scope to demonstrate their mastery of a great range of the punctuation prescribed by the national curriculum and beyond, such as the dash and ellipsis.
- Thirdly (the most influential factor), the evidence that they **draw from reading quality literature**—discloses the writer to be a prolific reader. A pupil's wider **vocabulary** and its appropriate use; the use of fitting metaphors; other **imagery**; their intuition for **dialect or realistic speech patterns**; the way their **writing 'flows'**; these elements illustrate a young writer's appetite for absorbing books and emulating the original authors' styles.