

Writing Policy

Date approved: - Autumn 2024

Date to be reviewed: - Autumn 2025

Governing Body Committee: - ESB

Intent

Writing is a key skill, which weaves through all subjects in school and throughout all areas of life. Our intent is to ensure that our children see themselves as confident communicators and writers from an early age, who then develop to be able to use a wide range of writing genres and vocabulary in order to; express themselves creatively, share information and communicate effectively with a variety of audiences.

Staff plan the teaching of writing skills through a variety of genres across the year. These genres are mapped out on our Writing Long Term Overview (Appendix 1) and are linked, when appropriate, to high quality core texts.

Staff plan for the teaching of grammar, spelling and punctuation within the teaching of writing genres or as discrete lessons. The progression for this is also on our Writing Long Term Overview.

Implementation

English Lessons

Each writing genre is allocated a set of writing statements (Appendix 2) that are presented to the children using Writing Frames (Appendix 3) to guide each unit of work. Units of work use the following sequence:

- the introduction of a genre, modelling of WAGOLL and discussion of Writing Frame
- exploring the genre and purpose of writing
- exploring vocabulary relevant to writing
- planning
- drafting and proof-reading
- editing
- final outcome
- proof read and evaluation against the Writing Frame

Writing Genre Progression Ladders are used to ensure appropriate expectations are set across year groups that explore similar genres (Appendix 4).

Grammar, Punctuation and Spelling

Discrete GPS lessons take place at least four times a week for Y2 to Y6 at the start of the English lesson. FS2 and Y1 are taught spelling through building of phonetic knowledge and tricky words.

The Twinkl trajectory (Appendix 1) is used for coverage of spelling patterns and statutory word lists, and is delivered using activities agreed by each phase.

Lesson content focuses on spelling rules and morphology rather than set word lists:

- Monday - introduction to weekly spelling focus
- Tuesday to Thursday -tasks developing spelling focus
- Friday - application tasks for spelling focus.
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Teachers are expected to hold children to account regarding previous learning when spelling.

Children do not take weekly spelling tests. Weekly spelling homework is set for Y2 to Y6 through the online Literacy Gold program.

There is a Grammar and Punctuation trajectory (Appendix 6) which shows the grammar and punctuation that needs to be taught in each year group. It also shows teachers what has come before so they can revisit key content with their year groups and ensure that it is mastered in the children's understanding and recognition.

Staff use an agreed short term planning template for writing. This is presented on a PowerPoint, for other staff to use and/or amend according to their own class's needs.

Please see *Handwriting Policy* for discrete lesson content and expectations.

Please see *Teaching & Learning Policy* for general lesson content and standards.

Impact

Teachers formatively assess children's progress in writing throughout lessons and units of work.

Pupil progress and attainment in writing is reviewed half-termly through Gap Analysis updates, Achievement Team Meetings and Pupil Progress Reviews.

Staff use Learning Statements to aid their assessment of pupils. (See Appendix 5)

A summative judgement of attainment for each child is made at the end of every term and is reported to parents at the end of each academic year.

The Phase Leaders, alongside the Senior Leadership Team (SLT), are responsible for keeping an overview of the standard of children's work and for the quality of teaching in writing. The work of the Phase Leaders also involves; supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. Phase Leaders and SLT carry out a number of Quality Assurance activities each term including; subject moderation, lesson observations, work scrutiny, planning scrutiny, pupil questioning and data analysis in order to indicate current performance and identify critical issues and next steps for improvement.

Appendix 1 –Writing Long Term Overview

Year 1 Writing Overview (Two Weekly Cycle)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Recount	Character Description	Retell	Retell	Narrative	Narrative
	Retell	Instructions	Letter	Fact File	Diary	Recount
	Combine List and Poster	Action Rhymes	Advert	Acrostic Poems	Leaflet	Repetitive Poem
Phonics	Recap Phase 3	Phase 4	Phase 5	Phase 5	Alternative Sounds Words ending s/ce. Two Syllable Words	Suffixes -ing, -ed, -er and -est (no change to Root Word) and adding s/es for plurals.
Spelling	Linked to Phonics Weekly Input	Linked to Phonics Weekly Input	Linked to Phonics Weekly Input	Linked to Phonics Weekly Input	Linked to Phonics Weekly Input	Linked to Phonics Weekly Input
	Year 1 Common Exception Words					
End of Year Quantity Expectations		Fiction & Non Fiction	½ Page	Poetry	Up to ½ Page	

Year 2 Writing Overview (Two Weekly Cycle)

Year 2 Writing Overview (Two Weekly Cycle)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Character Description	Retell	Narrative	Retell	Setting Description	Narrative
	Advert	Instructions	Diary	Animal Description	News Report	Letter
	Nonsense Poem	Fact File	Riddle Poems	Recount	Couplet Poem	Leaflet
Grammar & Punctuation – See Individual Genre Writing Frames						
Spelling	<ul style="list-style-type: none"> • /n/spelt ‘kn’ and less often ‘gn’ at the beginning of words. • /r/spelt ‘wr’ at the beginning of words. • /s/spelt ‘c’ before e, i and .y • /j/ spelt with ‘-dge’ and ‘-ge’ at the end of words. • /j/ often spelt with g before e, i and y. • /j/always spelt with ‘j’ before a, o and u 	<ul style="list-style-type: none"> • /l/ spelt with ‘-le’ at the end of words. • /l/ spelt with ‘-el’ at the end of words. • /l/ spelt with ‘-il’ and ‘-al’ at the end of words. • /igh/ spelt with ‘-y’ at the end of words. • Adding -ies to nouns and verbs ending in -y. 	<ul style="list-style-type: none"> • Add -ed, -er and -est to word ending in -y with consonant before. • Add -ing to word ending in -y with consonant before. • Add -ing, -ed, -er, -est and -y to words ending in -e with consonant before. • Add -ing, -ed, -er, -est and -y to words of one syllable ending in single consonant after single vowel. • /or/ spelt ‘a’ before l or ll 	<ul style="list-style-type: none"> • /u/ spelt with ‘o’ • /ee/spelt with ‘-ey’ • /o/ sound spelt with ‘a’ after w and qu. • Stressed/er/spelt with ‘or’ after w and the sound /or/ spelt ‘ar’ after w • /zh/ spelt ‘s’ 	<ul style="list-style-type: none"> • Suffixes -ment, -ness and -ful. • Suffixes -less and -ly. • Words ending in -tion. • Contractions. • Possessive apostrophe. 	<ul style="list-style-type: none"> • Homophones and near homophones. • Months of the Year. • Question Words.
	Year 2 Common Exception Words					
End of Year Quantity Expectations		Fiction & Non Fiction	1 Page	Poetry	½ Page	

Year 3 Writing Overview (Two Weekly Cycle)

Year 3 Writing Overview (Two Weekly Cycle)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Narrative (Familiar Setting) <i>The Bear and the Piano</i>	Setting Description <i>Robin Hood</i>	Character Description <i>Iron Man</i>	Narrative (Sci-Fi) <i>Iron Man</i>	Narrative (Spooky)	Narrative (Modern Adventure) <i>Charlotte's Web</i>
	Newspaper Report <i>The Bear and the Piano</i>	Diary (Trip)	Instructions	Discussion	Explanation	Recount (Trip)
	Book Review	Rhyming Poem <i>If I were King</i>	Non-Chron. Report	Repetitive Poem <i>What is Pink?</i>	Informal Letter	Alphabet Poem <i>A Monster Alphabet</i>
Grammar & Punctuation – See Individual Genre Writing Frames						
Spelling	<ul style="list-style-type: none"> Long /eI / sound spelt with ei. Long /eI / sound spelt with ey. Long /eI/ sound spelt with ai /e:/ sound spelt with ear. Homophones & near homophones. 	<ul style="list-style-type: none"> Adverbs with suffix -ly (no change to root word). Adverbs with suffix -ly (root word ends in 'y' with more than one syllable). Adverbs with suffix -ly (root word ends in 'le') Adverbs with suffix -ly (root word ends in 'ic' or 'al'). Adverbs with suffix -ly (exceptions to the rules). 	<ul style="list-style-type: none"> Short /i/ sound spelt with 'y'. Add suffixes beginning with vowel (er/ed/ing) to words with more than one syllable (DO NOT double final consonant). Add suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (double final consonant). Negative meanings using prefix mis-. Negative meanings using prefix dis- /k/sound spelt with 'ch'. 	<ul style="list-style-type: none"> Homophones & Near Homophones. Add prefix bi- (meaning 'two' or 'twice'). Add prefix re- (meaning 'again' or back'). /g/ sound spelt 'gue' ending words. /k/sound spelt 'que' ending words. /sh/ sound spelt with 'ch'. 	<ul style="list-style-type: none"> Words ending -ary. Words with short /u/ sound spelt with 'o'. Words with short /u/ sound spelt with 'ou'. Word families based on common words, showing how words are related in form and meaning. 	<ul style="list-style-type: none"> Words ending in suffix -al Words ending with /zher/ sound spelt with 'sure'. Words ending with /cher/ sound spelt with 'ture'. Silent Letters revision.
	Year 3 / 4 Statutory Word List					
End of Year Quantity Expectations		Fiction & Non Fiction	1 ¼ Pages	Poetry	1 Page	

Writing Across the Curriculum - Year 3

	SCIENCE	HISTORY/GEOGRAPHY	RE
Autumn 1	Wk 5 ~ NON-FICTION TEXT STYLE about what they know about shadows.	Wk 1 ~ EXPLANATION on how volcanoes are created.	Wk 4 ~ INFORMAL LETTER as a Muslim child to tell a non-Muslim child about prayer and what it means to them.
Autumn 2	Wk 2 ~ INFORMATION LEAFLET about a how to eat a balanced diet. Direct audience as other children.	Wk 5 ~ CONCLUSION INCLUDING VIEWPOINT around whether Robin Hood is a myth or a legend. Include supporting evidence.	Wk 1 ~ PERSONAL VIEWPOINT to answer the Big Question of <i>How did the world begin?</i> Try to persuade others to agree to viewpoint.
Spring 1	Wk 2 ~ SIMPLE NARRATIVE to help younger children to understand about keeping safe in the sun. Could use a character that doesn't do it to explain what should be done.	Wk 5 ~ INSTRUCTIONS on how to read a 4-figure grid reference.	Wk 3 ~ DIARY of a Jewish child about the festival of Pesach. Ensure reference made to Moses and his role.
Spring 2	Wk 6 ~ EXPLANATION Chronologically explain how soil is formed.	Wk 2 ~ NON-CHRONOLOGICAL REPORT to answer; <i>What is an archaeologist?</i>	Wk 4 ~ NEWS REPORT as if it is the start of Ramadan to explain to the readers what it is and what Muslims will be doing.
Summer 1	Wk 1 ~ GUIDANCE INFORMATION for an owner of a new plant about how to take care of it.	Wk 5 ~ TRAVEL BROCHURE to persuade people to visit the Mediterranean.	Wk 4 ~ RECOUNT of an imaginary visit to a mosque. Include description of features.
Summer 2	Wk 4 ~ EXPLANATION about why information is important to enquiry in Science.	Wk 5 ~ NON-CHRONOLOGICAL REPORT to show what they have learnt about Tutankhamun. Use given sub-headings.	Wk 2 ~ BLOG from a Hindu child to explain what a Mandir is and what it's used for. Could pretend to be part of a regular blog from the child to its audience/followers.

Year 4 Writing Overview (Two Weekly Cycle)

Year 4 Writing Overview (Two Weekly Cycle)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Narrative (Fantasy) <i>The Witches</i>	Setting Description <i>The Firework Maker's Daughter</i>	Character Description	Narrative (Twisted Ending) <i>Scribbleboy</i>	Narrative (Historical Adventure) <i>How to Train Your Dragon</i>	Narrative (Myth) <i>How to Train Your Dragon</i>
	Explanation	Newspaper Report	Discussion	Review (Performance)	Play Script	Instructions
	Non-Chron. Report	Informal Letter	Tanka Poem	Limerick Poem	Recount (Trip)	Imagery Poem <i>Where the Sidewalk Ends</i>
Grammar & Punctuation – See Individual Genre Writing Frames						
Spelling	<ul style="list-style-type: none"> • /aw/ spelt augh and au. • Add prefix in- (meaning 'not' or 'into'). • Add prefix im- (before root word starting with 'm' or 'p'). • Add prefix il- (before root word starting with 'l'). • Add prefix ir- (before root word starting with 'r'). • Homophones and near homophones. • /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd'). 	<ul style="list-style-type: none"> • /shun/ spelt with 'sion' (if root word ends in 'se', 'de' or 'd'). • /shuhn/ spelt 'ssion' (if root word ends in 'ss' or 'mit'). • /shuhn/ spelt 'tion' (if root word ends in 'te' or 't' or has no definite root). • /shuhn/ sound spelt 'cian' (if root word ends in 'c' or 'cs'). • 'ough' making long /o/, /oo/ or /or/ sound. 	<ul style="list-style-type: none"> • Homophones and near homophones. • Nouns ending in suffix -ation. • Add prefix sub- (meaning 'under'). • Add prefix super- (meaning above). • Plural possessive apostrophe with plural words. 	<ul style="list-style-type: none"> • /s/ sound spelt 'sc'. • Soft 'c' spelt 'ci'. • Word families based on common words, showing how words are related in form and meaning. 	<ul style="list-style-type: none"> • Add prefix inter- (meaning 'between' or 'among'). • Add prefix anti- (meaning against). • Add prefix auto- (meaning 'self' or 'own'). • Add prefix ex- meaning 'out'). • Add prefix non- (meaning 'not'). • Words ending in -ar and -er. 	<ul style="list-style-type: none"> • Add suffix -ous (no change to root word). • Add suffix -ous (no definitive root word). • Add suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or'). • Add suffix -ous (words ending in 'e' drop the 'e' but not 'ge'). • Adverbials of frequency and possibility. • Adverbials of manner.
	Year 3 / 4 Statutory Word List					
End of Year Quantity Expectations		Fiction & Non Fiction	1 ½ Pages	Poetry	1 Page	

Writing Across the Curriculum - Year 4			
	SCIENCE	HISTORY/GEOGRAPHY	RE
Autumn 1	Wk 1 ~ EXPLANATION about what each state is and properties relating to each.	Wk 5 ~ BALANCED ARGUMENT around given information on a historical argument about Ancient Greece.	Wk 3 ~ DIARY as a Jewish child who has had their bar/bat mitzvah ceremony.
Autumn 2	Wk 6 ~ SCIENTIFIC WRITING around writing a conclusion which explains the differences between conductors and insulators. Include supporting evidence.	Wk 6 ~ FORMAL LETTER to the local council to suggest what improvements should be made and their reasons why.	Wk 4 ~ INFORMAL LETTER to a friend to describe their experience of Hajj and the impact that it had on them.
Spring 1	Wk 2 ~ NON-FICTION TEXT STYLE to explain how sound travels.	Wk 3 ~A DAY IN THE LIFE Imagine themselves as a rich or a poor person and explain what their day is like. Contrast it to the other person's life.	Wk 5 ~ HOLIDAY BROCHURE style to persuade someone to visit one of the sites of pilgrimage.
Spring 2	Wk 3 ~ PERSONIFICATION Write as each musical instrument to explain how to change their pitch. Could be a story, including dialogue between the instruments.	Wk 2 ~ INSTRUCTIONS to take someone through a planned journey.	Wk 5 ~ REFLECTIVE PIECE as if they are an elderly Hindu looking back over their life and explaining how dharma has changed for them throughout their life.
Summer 1	Wk 6 ~ NON-CHRONOLOGICAL REPORT about a sea environment and the changes it has gone through. Use given sub-headings to help organize the report.	Wk 3 ~ PERSUASIVE MANIFESTO of a chief who wants to invade Britain and needs to get his clan/tribe/people on board with his reasons why.	Wk 1 ~ STORY REVIEW of the story of Rama and Sita. Summarise the story and include the theme of Good v Evil.
Summer 2	Wk 3 ~ INFORMATION LEAFLET about good oral hygiene. Why is it important to look after our teeth and mouths, and how do we do it.	Wk 5 ~ BALANCED ARGUMENT to explain different viewpoints about the environmental issues facing the Great Barrier Reef. (Points given)	Wk 2 ~ INTERVIEW Write an interview with a friend to collect their opinions about the music and its impact on them.

Year 5 Writing Overview (Three Weekly Cycle)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Narrative (Fable) Explanation	Narrative (Familiar Setting) <i>There's a Boy in the Girls' Bathroom</i> Recount (Trip)	Formal Letter Balanced Argument	Narrative (Flashback) <i>Anglo-Saxon Boy</i> Rap Poems <i>Granny Can You Rap?</i>	Biography Setting Description	Narrative (Mystery) <i>Stig of the Dump</i> Ode Poems <i>Ode to Teacher</i>
Grammar & Punctuation – See Individual Genre Writing Frames						
Spelling	<ul style="list-style-type: none"> Words ending with /shuhs/ sound spelt -cious. Words ending with /shuhs/ sound spelt -tious or -ious. Words with short vowel sound /i/ spelt with y. Words with long vowel sound /i/ spelt with y. Homophones & near homophones. 	<ul style="list-style-type: none"> Words with 'silent' letters. Modal verbs Words ending in 'ment'. Adverbs of possibility and frequency. 	<ul style="list-style-type: none"> Nouns using -ity suffix. Nouns using -ness suffix. Nouns using -ship suffix. Homophones & near homophones. 	<ul style="list-style-type: none"> Words with /or/ sound spelt 'or'. Words with /or/ sound spelt 'au'. Convert nouns or adjectives into verbs using the suffix -ate. Convert nouns or adjectives into verbs using the suffix -ise. Convert nouns or adjectives into verbs using the suffix -ify. Convert nouns or adjectives into verbs using the suffix -en. 	<ul style="list-style-type: none"> Words containing the letter string 'ough'. Adverbials of time. Adverbials of place. Words with /ear/ sound spelt 'ere'. 	<ul style="list-style-type: none"> Unstressed vowels in polysyllabic words. Add verb prefixes de- and re-. Add verb prefix over-. Convert nouns or verbs into adjectives using suffix -ful. Convert nouns or verbs into adjectives using suffix -ive. Convert nouns or verbs into adjectives using suffix -al.
Year 5 / 6 Statutory Word List						
End of Year Quantity Expectations	Fiction & Non Fiction		2 Pages		Poetry	Short - 1 Page Long - 1 ½ Pages

Writing Across the Curriculum - Year 5			
	SCIENCE	HISTORY/GEOGRAPHY	RE
Autumn 1	Wk 6 ~ JOURNAL ENTRY about how you witnessed a chemist create a new material.	Wk 3 ~ NON_CHRONOLOGICAL REPORT on a famous river.	Wk 4 ~ PROCEDURES to take someone through the stages of the Eucharist Service ~ making connections to the Last Supper.
Autumn 2	Wk 1 ~ SCIENTIFIC OBSERVATIONS around dissolving and solutions. Write a clear and scientific observation for each solution.	Wk 5 ~ FIRST PERSON SHORT NARRATIVE based on a child’s view as their Dad goes on strike. Explain about the closure of the mines and the impact it had on communities.	Wk 4 ~ REPORT for a school magazine about daily worship in Hinduism, including symbolism and acts of worship.
Spring 1	Wk 5 ~ PERSUASION to help people understand the importance of sleep and how it affects our bodies.	Wk 3 ~ TRAVELOGUE about visiting a mountain region. Include human impact and economical features.	Wk 2 ~ DISCUSSION around why mosques are important.
Spring 2	Wk 1 ~ FORMAL LETTER from Isaac Newton to a scientist friend to explain how gravity works.	Wk 5 ~ NON-CHRONOLOGICAL REPORT to show the findings from their research in prior lesson. Present as in a non-fiction text book.	Wk 2 ~ PERSON’S VIEWPOINT explain - as a Christian - why giving to charity is important.
Summer 1	Wk 2 ~ EXPLANATION about how night and day occur and how the sun appears to move across the sky.	Wk 5 ~ BALANCED ARGUMENT about whether humans have been responsible for more damage or more improvement of the environment.	Wk 6 ~ IMAGINARY INTERVIEW with Mother Teresa and Gandhi. Referencing similarities and differences.
Summer 2	Wk 1 ~ BIOGRAPHY piece based on David Attenborough and the significance of his work.	Wk 3 ~ FORMAL LETTER from a Mayan to the King of Spain to complain about the impact of the Spanish explorers.	Wk 5 ~ PERSUASION to inform people about what/who inspires you and try to get them to take inspiration from it/them too.

Year 6 Writing Overview (Three Weekly Cycle)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Recount (Trip)	Narrative (Twisted Fairytale)	Narrative (Ghost story) <i>The Highwayman</i>	Persuasion	Narrative (Flashback)	Narrative (Diary/Journal) <i>Kensuke's Kingdom</i>
	Auto- Biography	Formal Letter	Explanation	Non-Chron. Report	Balanced Argument	Sonnet Poems <i>Shakespeare</i>

Grammar & Punctuation – See Individual Genre Writing Frames

Spelling	<ul style="list-style-type: none"> • Ambitious synonyms. • Homophones & near homophones (nouns that end in -ce/-cy and verbs that end in -se/-sy). • Adjectives ending in -ant changed into nouns ending in -ance/ -ancy. • Adjectives ending in -ent changed into nouns ending in -ence/ -ency. • Hyphens (join prefix ending in vowel to root word beginning with a vowel). • Hyphens (join compound adjectives to avoid ambiguity). 	<ul style="list-style-type: none"> • Words ending in -able. • Words ending in -ably. • Word families based on common words, showing how words are related in form and meaning. • Creating diminutives using prefixes micro- or mini-. 	<ul style="list-style-type: none"> • Add suffixes beginning with vowel to words ending in -fer. • Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions). • Word families based on common words, showing how words are related in form and meaning. 	<ul style="list-style-type: none"> • Words with endings which sound like/shuhl/ after a vowel. • Words with endings which sound like/shuhl/ after a consonant letter. • Words with a 'soft c' spelt /ce/. • Word families based on common words, showing how words are related in form and meaning. 	<ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning. • Words that can be nouns and verbs. • Words with a long /o/ sound spelt 'ou' or 'ow'. • Words ending in -ible. • Words ending in -ibly. 	<ul style="list-style-type: none"> • Synonyms & Antonyms
	Year 5 / 6 Statutory Word List					

End of Year Quantity Expectations	Fiction & Non Fiction	2 ½ Pages	Poetry	Short - 1 Page Long - 1 ½ Pages
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Writing Across the Curriculum - Year 6			
	SCIENCE	HISTORY/GEOGRAPHY	RE
Autumn 1	Wk 6 ~ INFORMATION LEAFLET about the dangers of electricity and safety measures. Paragraphs of information to be written.	Wk 3 ~ AUTOBIOGRAPHICAL PIECE written as Emmeline Pankhurst looking back on her life and explaining what she did, why and the impact it had.	Wk 4 ~ PERSUASION to write a campaign speech to persuade people to be more respectful towards others so that peaceful families and communities can be built.
Autumn 2	Wk 2 ~ CREATIVE FICTION write a story/diary/narrative poem as a blood cell about its journey around the body.	Wk 6 ~ REPORT for a school magazine about the suggested improvements for the locality. Use questions and extended answers.	Wk 3 ~ LETTER from the world to tell people who is responsible for looking after it.
Spring 1	Wk 2 ~ MAGAZINE INTERVIEW with Carl Linnaeus about his work and why it was important.	Wk 3 ~ BALANCED ARGUMENT written from one side of a historical event but discussing both sides of the argument.	Wk 5 ~ INSTRUCTIONS/ PROCEDURES Write the commandments as a procedure of how to conduct yourself in a modern world.
Spring 2	Wk 5 ~ BIOGRAPHY Write the biography of Mary Anning.	Wk 2 ~ EXPLANATION Write an explanation about how time zones work. Use examples of time in different places to support explanation.	Wk 6 ~ BALANCED ARGUMENT Set the argument around charity and whether it is the responsibility of charities and their supporters to help in a particular situation (e.g. earthquake / war / homelessness).
Summer 1	Wk 5 ~ EXPLANATION Write an explanation to explore why offspring are not identical and why they do not look exactly like their parents.	Wk 3 ~ NON_CHRONOLOGICAL REPORT As a historian that is looking at evidence from two sides, explain findings and how the viewpoints differ.	AFTER TRIP (Linked to 5 th LO of Unit 4) ~ REVIEW Write a review of the National Holocaust Centre, looking at its role in helping people to not forget about what happened and why it should never happen again.
Summer 2	Wk 2 ~ PROCEDURES Use procedures to demonstrate how a periscope works and how it shows that light travels in a straight line.	Wk 3 ~ INFORMAL TRAVEL BLOG Imagine visiting a South American country and write a travel blog as if visiting different parts and describing them to their followers.	Wk 4 of Unit 3 ~ PERSUASION Write a promotional piece for a charity organization, encouraging people to support their work.

Appendix 2 – Whole School Writing Frame Overviews

Learning Overview - Year 1 Writing Frame				
Character Description	Retell	Retell (Traditional)	Poster / List Combined	Fact File
To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces	To use finger spaces.
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To spell unknown words using my phonemes.	To use a capital letter for the start of a sentence.
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To begin to use adjectives to add detail to my sentences.	To use full stops correctly.
To use capital letters for the names of people, places and days of the week.	To begin to use other punctuation such as exclamation and question marks.	To begin to use other punctuation such as exclamation and question marks.	To form capital letters correctly.	To begin to use other punctuation such as exclamation and question marks.
To use 'and' to join ideas within a sentence.	To use 'and' to join ideas within a sentence.	To use 'and' to join ideas within a sentence.	To form lower case letters in the correct direction, starting and finishing in the right place.	To use 'and' to join ideas within a sentence.
To attempt to use other conjunctions.	To attempt to use other conjunctions.	To attempt to use other conjunctions.	To write most letters that are the same size.	To attempt to use other conjunctions.
To begin to use adjectives to add detail to my sentences.	To begin to use adjectives to add detail to my sentences.	To begin to use adjectives to add detail to my sentences.		To begin to use adjectives to add detail to my sentences.
To spell unknown words using my phonemes.	To spell unknown words using my phonemes.	To spell unknown words using my phonemes.		To use question words to begin questions.
To use simple sentences to describe the character's appearance.	To write simple sentences, guided by the story/book.	To write simple sentences, guided by the story/book.		To spell unknown words using my phonemes.

Learning Overview - Year 1 Writing Frame				
Instructions	Recount	Poetry	Leaflet	Diary
To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces.
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To use full stops correctly.
To begin to use other punctuation such as exclamation marks.	To use capital letters for the names of people, places and days of the week.	To begin to use adjectives to add detail to my sentences.	To use 'and' to join ideas within a sentence.	To begin to use other punctuation such as exclamation marks.
To use 'and' to join ideas within a sentence.	To use the personal pronoun 'I'	To spell unknown words using my phonemes.	To attempt to use other conjunctions.	To use the personal pronoun 'I'.
To attempt to use other conjunctions.	To use 'and' to join ideas within a sentence.	To form lower case letters in the correct direction, starting and finishing in the right place.	To begin to use adjectives to add detail to my sentences.	To use 'and' to join ideas within a sentence.
To sequence sentences in chronological order to recount an event/experience.	To sequence sentences in order to recount an event/experience.	To begin to use rhyming words.	To spell unknown words using my phonemes.	To attempt to use other conjunctions.
To spell unknown words using my phonemes.			To form lower case letters in correct direction, starting and finishing in right place.	To begin to use adjectives to add detail to my sentences.
To use simple, bossy sentences.				To sequence sentences in chronological order to recount an event/experience.
				To write a daily diary, which shows sequencing of the days of the week.

Learning Overview - Year 1 Writing Frame

Advert	Letter	Narrative	
To use finger spaces.	To use finger spaces.	To use finger spaces.	
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	
To begin to use adjectives to add detail to my sentences.	To begin to use other punctuation such as question marks.	To begin to use other punctuation such as exclamation and question marks.	
To spell unknown words using my phonemes.	To use the personal pronoun 'I'	To use 'and' to join ideas within a sentence.	
To begin to use other punctuation such as exclamation and question marks.	To use 'and' to join ideas within a sentence.	To attempt to use other conjunctions.	
To form lower case letters in the correct direction, starting and finishing in the right place.	To use question words to begin questions.	To begin to use adjectives to add detail to my sentences.	
To form a simple sentence with a simple adjective.	To spell unknown words using my phonemes.	To sequence sentences to form short narratives.	
	To use 'To' and 'From' so we know who the sender and recipient are.	To spell unknown words using my phonemes.	

Learning Overview - Year 2 Writing Frame

Retell	Character Description	Setting Description	Animal Description	Narrative
To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.
To spell words with alternative GPCs.	To spell words with alternative GPCs.	To use some expanded noun phrases to describe, expand and specify.	To spell longer words using suffixes such as ment, ness, ful, less and ly.	To spell longer words using suffixes such as ment, ness, ful, less and ly.
To use different ways to start a sentence (suddenly, after, just then)	To use adjectives and adverbs to add detail and specify.	To use adjectives and adverbs to add detail and specify.	To use some expanded noun phrases to describe, expand and specify.	To use some expanded noun phrases to describe, expand and specify.
To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	To use some expanded noun phrases to describe, expand and specify.	To begin to use commas to separate items in a list.	To use adjectives and adverbs to add detail and specify.	To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
To use full stops and capital letters correctly.	To use full stops and capital letters correctly.	To describe the physical features of the setting.	To use full stops and capital letters correctly.	To use capital letters for the personal pronoun I and for most proper nouns.
To use capital letters for the personal pronoun I and for most proper nouns.	To use capital letters for most proper nouns.		To begin to use commas to separate items in a list.	To mostly use exclamation and question marks correctly to demarcate sentences.
To include a simple beginning, middle and end.	To describe extrinsic and intrinsic features of a character. E.g <i>He is clever because he tricks the Gruffalo.</i>			To spell most of the common exception words for Year 2.
				To include a simple beginning, middle and end.

Learning Overview - Year 2 Writing Frame				
Poetry	Letter	Fact File	Instructions	Diary
To identify and apply my knowledge of homophones /near homophones.	To identify and apply my knowledge of homophones /near homophones. (to/too/two there/their/they're sea/see)	To identify and apply my knowledge of homophones /near homophones.	To use sentences with different forms: commands.	To identify and apply my knowledge of homophones/near homophones.
To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	To spell words with alternative GPCs.	To spell most of common exception words for year 2.	To begin to use commas to separate items in a list.	To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
To use conjunctions for co-ordination (or, and, but)	To use conjunctions for co-ordination (or, and, but).	To use some expanded noun phrases to describe, expand and specify.	To write a clear title.	To use sentences with different forms: statements, questions and exclamations.
To use capital letters for the personal pronoun I and for most proper nouns.	To use sentences with different forms: statements, questions, exclamations and commands.	To use some conjunctions for sub-ordination (when, if, that, because)	To use numbered points to create a simple sequence.	To mostly use exclamation and question marks correctly to demarcate sentences.
To play around with language to develop a nonsense poem.	To use capital letters for the personal pronoun I and for most proper nouns.	To sometimes use apostrophes for singular possession.	To use imperative verbs to begin some of the commands.	To use past and present tenses correctly and consistently including the progressive form.
To find pairs of words that rhyme for a couplet poem.	To mostly use exclamation and question marks correctly to demarcate sentences.	To include a clear title.	To use simple time connectives to being some of the commands.	To begin with 'Dear Diary,' to create a conversation between the writer and the diary.
To develop clues to lead the reader to the answer in a riddle.	To begin letter with 'Dear..' and conclude with 'Love from..'	To include sub-headings given by the teacher.		To include personal experiences and actions.

Learning Overview - Year 2 Writing Frame

Recount	Leaflet	Advert	News Report
To use apostrophes for the most common contracted words.	To use apostrophes for the most common contracted words.	To use apostrophes for the most common contracted words.	To make words ending in ‘y’ into plurals.
To spell most of common exception words for year 2.	To spell most of common exception words for year 2.	To use adjectives and adverbs to add detail and specify.	To spell most of common exception words for year 2.
To use different ways to start a sentence (suddenly, after, just then).	To use sentences with different forms: statements, questions, exclamations and commands.	To sometimes use apostrophes for singular possession.	To use past and present tenses correctly and consistently including the progressive form.
To use conjunctions for co-ordination (or, and, but)	To use some conjunctions for sub-ordination (when, if, that, because)	To begin to use commas to separate items in a list.	To use some conjunctions for sub-ordination (when, if, that, because)
To use past tense correctly and consistently including the progressive form.	To mostly use exclamation and question marks correctly to demarcate sentences.	To mostly use exclamation and question marks correctly to demarcate sentences.	To sometimes use apostrophes for singular possession.
To sometimes use apostrophes for singular possession.	To begin to use commas to separate items in a list.	To begin to include simple phrases for exaggeration.	To use simple chronological order to sequence events.
To use simple chronological order to sequence events.			

Learning Overview - Year 3 Writing Frame

Narrative (Modern Adventure)	Narrative (Sci-Fi)	Narrative (Spooky)	Narrative (Familiar Setting)	Poetry
To spell some identified words from the Year 3 and 4-word list.	To build up a picture of my characters.	To build up a picture of the setting.	To spell some identified words from the Year 3 and 4-word list.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.
To build up a picture of the plot.	To develop resolutions and endings in narrative writing.	To develop resolutions and endings in narrative writing.	To build up a picture of the setting.	To recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately.
To develop resolutions and endings in narrative writing.	To identify structure; grammatical features and use of vocabulary in texts.	To compose sentences using a wider range of structures linked to the grammar objectives.	To develop resolutions and endings in narrative writing.	To add detail through noun phrases and the use of adverbials.
To begin to use inverted commas for some direct speech punctuation.	To begin to use inverted commas for some direct speech punctuation.	To begin to use inverted commas for some direct speech punctuation.	To use adverbs in my writing (e.g. ly words).	To explore and develop appropriate rhyming pairs.
To add detail through noun phrases and the use of adverbials.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To add detail through noun phrases and the use of adverbials.	To include extrinsic and intrinsic features of a character and their movements.	To follow the structure of poem being studied.
To know commas are sometimes used to mark clause and phrases.	To include background details of a character.	To describe physical features of a setting, including the use of the 5 senses.	To describe physical features of a setting, including the use of the 5 senses.	
	To include extrinsic and intrinsic features of a character and their movements.			

Learning Overview - Year 3 Writing Frame

Character / Setting Description	Instructions	Book Review	Non-Chronological Report	News Report
To build up a picture of my characters.	To use subheadings and headings in non-fiction writing.	To use subheadings and headings in non-fiction writing.	To use subheadings and headings in non-fiction writing.	To use paragraphs to organise ideas.
To build up a picture of the setting.	To add detail through noun phrases and the use of adverbials.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To use conjunctions in my writing (e.g. when, while, so, because).	To use adverbs in my writing (e.g. ly words).
To use paragraphs to organise ideas.	To use prepositions to express time (e.g. before, during, after).	To use conjunctions in my writing (e.g. when, while, so, because).	To place possessive apostrophes accurately in regular plurals.	To use prepositions to express time (e.g. before, during, after).
To begin to use inverted commas for some direct speech punctuation.	To write a clear title followed by an ingredient/equipment list.	To use personal opinion to persuade people to your viewpoint.	To use prepositions to express time (e.g. before, during, after).	To use the perfect form of verbs instead of the simple past.
To add detail through noun phrases and the use of adverbials.	To use imperative verbs to begin the commands/steps.	To expand and explain your reasons in support of the book.	To use information from other subjects.	To begin with an introductory paragraph which summarises what the report is about.
To describe physical features of a setting, including the use of the 5 senses.	To include adverbial phrases for cohesion. E.g <i>After the paint has dried, ...</i>			To include a quote from a linked person.
To include background details of a character.				To begin to use inverted commas for some direct speech punctuation.
To include extrinsic and intrinsic features of a character and their movements.				

Learning Overview - Year 3 Writing Frame

Recount	Informal Letter	Discussion	Explanation	Diary
To spell some identified words from the Year 3 and 4-word list.	To use paragraphs to organise ideas.	To use paragraphs to organise ideas.	To use given subheadings and headings in non-fiction writing.	To use paragraphs to organise ideas.
To use paragraphs to organise ideas.	To use conjunctions in my writing (e.g. when, while, so, because).	To use conjunctions in my writing (e.g. when, while, so, because).	To use prepositions to express time (e.g. before, during, after).	To compose sentences using a wider range of structures linked to the grammar objectives.
To use prepositions to express time (e.g. before, during, after).	To include the address of the sender of the letter.	To write a point for an argument and a point against.	To use conjunctions in my writing (e.g. when, while, so, because).	To use adverbs in my writing (e.g. ly words).
To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To put the date and ‘Dear ...’	To justify the points, giving reasons why people think that way.	To include an introduction so the reader knows what the explanation is about.	To use the perfect form of verbs instead of the simple past.
To use the perfect form of verbs instead of the simple past.	To include an informal sign off at the end.	To give own viewpoint, but be able to accept and appreciate a contrasting viewpoint.	To include a simple title and a simple conclusion.	To place possessive apostrophes accurately in regular plurals.
To use the 5 ‘W’s in the introduction to the recount.				To use chronological order to sequence the events in the diary.
				To include personal opinions and emotions to show your actions and how things made you feel.

Learning Overview - Year 4 Writing Frame

Narrative (Myths)	Narrative (Fantasy)	Narrative (Historical Adventure)	Narrative (Twisted Ending)	Poetry
To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To use expanded noun phrases to add detail.
To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To use adverbs and prepositions to express time, place and cause.
To write endings that are developed and close the narrative appropriately relating to the beginning.	To write endings that are developed and close the narrative appropriately relating to a change in a character.	To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character.	To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character.	To write 5 lines using 31 syllables (Tanka).
To use expanded noun phrases to add detail.	To use expanded noun phrases to add detail.	To open sentences in different ways.	To use expanded noun phrases to add detail.	To write 5 lines with the rhyme patterns AABBA (limerick).
To develop a hero/heroine and mythical creature.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	
To include a moral or lesson for the reader.	To include magic.	To include an accurate historical setting.	To lead the reader in a particular direction by dropping in clues.	
	To develop a mysterious setting of an imaginary place.	To include historically accurate dialogue.	To twist the ending to challenge the reader's preconceptions.	

Learning Overview - Year 4 Writing Frame

Character / Setting Description	Recount	Review	Non-Chronological Report	Informal Letter
To use plural - s and possessive -s correctly.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use a range of sentences with more than one clause-through use of conjunctions.	To use a wide range of homophones correctly.
To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To include key vocabulary and grammar choices that link to the style of writing.	To use a range of sentences with more than one clause-through use of conjunctions.	To use co-ordinating conjunctions.	To open sentences in different ways.
To include key vocabulary and grammar choices that link to the style of writing.	To use adverbs and prepositions to express time, place and cause.	To use subordinating and co-ordinating conjunctions.	To use subordinating conjunctions.	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
To use expanded noun phrases to add detail.	To use fronted adverbials of place, time and manner, including the use of a comma.	To justify opinions.	To include key vocabulary and grammar choices that link to the style of writing.	To include an appropriate sign-off.
To use apostrophes for possession.	To use the 5 Ws in the introduction.	To summarise an experience.	To include an introductory paragraph.	To include an introduction as to why you are writing.
To use 'Show don't tell' to describe features of a setting.	To write a reflective conclusion.	To use critical language.	To use sub-headings to organise sections.	
To create an original character.				
To develop the character's background and actions.				

Learning Overview - Year 4 Writing Frame

Play Script	Explanation	News Report	Instructions	Discussion
To include key vocabulary and grammar choices that link to the style of writing.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use standard English for verb inflections (we was/we were).	To use the correct article ‘a’ or ‘an’.	To use a wide range of homophones correctly.
To use the correct article ‘a’ or ‘an’.	To include key vocabulary and grammar choices that link to the style of writing.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use adverbs and prepositions to express time, place and cause.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.
To use the correct structure (stage directions / extra information).	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.	To use fronted adverbials of place, time and manner, including the use of a comma.	To include key vocabulary and grammar choices that link to the style of writing.
To move on the action through dialogue.	To use the correct tense throughout a piece of writing.	To use 5 Ws in the introduction.	To include alternative instructions.	To use a range of sentences with more than one clause-through use of conjunctions.
To demonstrate character through the lines they deliver.	To include a simple introduction and conclusion.	To ensure chronological order.	To include an introduction.	To use subordinating and co-ordinating conjunctions.
			To include an ingredients or equipment list.	To include a conclusion with personal opinion.

Learning Overview - Year 5 Writing Frame

Narrative (Mystery)	Narrative (Flashback)	Narrative (Familiar Setting)	Narrative (Fable)	Setting Description
To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To develop characters through action and dialogue.	To organise writing into paragraphs to show different information or events.
To develop characters through action and dialogue.	To develop characters through action and dialogue.	To develop characters through action and dialogue.	To develop a character through description.	To build cohesion within and across paragraphs.
To develop a character through description.	To develop a character through description.	To develop a character through description.	To add well-chosen detail to interest the reader	To describe setting and atmosphere to engage the audience, and to indicate a change.
To use or integrate models from my reading in my writing.	To use or integrate models from my reading in my writing.	To use or integrate models from my reading in my writing.	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)	To use main and subordinate clauses.
To use main and subordinate clauses.	To use main and subordinate clauses.	To use main and subordinate clauses.	To include a moral for the reader to learn from.	To choose words for deliberate effect and use them thoughtfully and with precision.
To use relative clauses.	To use relative clauses.	To use relative clauses.	To use 'show don't tell' to develop details about the characters.	To use commas to clarify meaning or avoid ambiguity in writing.
To use brackets, dashes or commas to indicate parenthesis.	To use brackets, dashes or commas to indicate parenthesis.	To use brackets, dashes or commas to indicate parenthesis.		
To integrate clues within the plot.	To manage shifts in time and place effectively.	To describe specific details of a setting, moving from area to area.		

Learning Overview - Year 5 Writing Frame

Poetry ~ Rap	Poetry ~ Ode	Explanation	Recount	Balanced Argument
To add well-chosen detail to interest the reader.	To add well-chosen detail to interest the reader.	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To organise writing into paragraphs to show different information or events.	To organise writing into paragraphs to show different information or events.
To use stylistic devices to create effects in writing. (personification, similes, metaphors)	To use stylistic devices to create effects in writing. (personification, similes, metaphors)	To select appropriate grammar and vocabulary to enhance meaning.	To add well-chosen detail to interest the reader	To build cohesion within and across paragraphs.
To choose words for deliberate effect and use them thoughtfully and with precision.	To choose words for deliberate effect and use them thoughtfully and with precision.	To use formal language.	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)	To use formal language.
To show consideration of rhythm and rhyme.	To include praise of the subject.	To use the correct and consistent use of tense throughout a piece of writing.	To use the correct and consistent use of tense throughout a piece of writing.	To use modal verbs or adverbs to indicate degrees of possibility.
		To use a clear order, supported by causal conjunctions.	To use commas to clarify meaning or avoid ambiguity in writing.	To use conjunctions linked to discussions.
		To form the title as a question.	To use brackets, dashes or commas to indicate parenthesis.	To explore both sides of an argument equally, with justification for points on both sides.
		To write a conclusion that summarises the text.	To use time prepositions and prepositional phrases to give the writing cohesion.	To conclude with personal opinion and reason why.
		To develop a simple glossary to help explain some of the technical vocabulary.	To conclude the recount with a personal opinion.	

Learning Overview - Year 5 Writing Frame

Formal Letter	Biography			
To organise writing into paragraphs to show different information or events.	To organise writing into paragraphs to show different information or events.			
To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)			
To add well-chosen detail to interest the reader	To use relative clauses.			
To use formal language.	To use the correct and consistent use of tense throughout a piece of writing.			
To choose words for deliberate effect and use them thoughtfully and with precision.	To use a passive voice in the writing.			
To include the sender's address and the recipient's address.	To use brackets, dashes or commas to indicate parenthesis.			
To use an introduction to explain the purpose of writing the letter.				
To conclude with a formal way of signing off.				

Learning Overview - Year 6 Writing Frame

Narrative (Diary / Journal)	Narrative (Ghost Story)	Narrative (Twisted Fairytale)	Narrative (Flashback)	Poetry (Sonnet)
To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To use imaginative vocabulary choices to create impact and enhance writing.
To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To follow a given structure and form.
To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To create appropriate rhyming connections.
To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To choose language to reflect the subject and time.
To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	
To use chronological order and more than one day in the diary.	To use inverted commas.	To use inverted commas.	To create atmosphere and describe settings using antonyms and synonyms to enhance detail.	
To use 'show don't tell' to explore the emotions that the character is feeling at different points.	To create atmosphere and describe settings using antonyms and synonyms to enhance detail.			










Learning Overview - Year 6 Writing Frame

Balanced Argument	Persuasion	Formal Letter	Explanation	Non-chronological Report
To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.	To use passive voice to present information with a different emphasis.	To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.
To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use passive voice to present information with a different emphasis.	To add precision, detail and qualification using prepositional phrases and adverbs.
To use structures typical of very formal speech, such as subjunctive form.	To use imaginative vocabulary choices to create impact and enhance writing.	To use a wide range of clause structures, sometimes varying their position within the sentence.	To mostly use commas correctly to mark phrases and clauses and provide clarity.	To mostly use commas correctly to mark phrases and clauses and provide clarity.
To make correct use of a range of punctuation (commas, colons for lists, semi-colons, hyphens)	To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To use structures typical of very formal speech, such as subjunctive form.	To use punctuation for parenthesis.	To use punctuation for parenthesis.
To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To use punctuation for parenthesis.	To mostly use commas correctly to mark phrases and clauses and provide clarity.	To pose the title as a question and follow-up with an introduction as to what the text is about.	To include a clear and concise introduction to the report.
To give a clear introduction to the argument.	To use A FOREST to ensure all persuasive devices are included in writing.	To use punctuation for parenthesis.	To use causal conjunctions to create cohesion.	To include 'Fun Facts' to add extra details to the report.
To explore both sides in depth with justifications for points made.		To use the structure of a formal letter ~ both addresses, date, formal address to recipient, e.g. <i>Dear Sir/ Madam</i> or <i>To whom it may concern,</i>	To write a clear conclusion which summarises the main points of the explanation.	To develop a glossary for any unknown terms or technical vocabulary.
To maintain an objective viewpoint throughout the main body of the text: giving personal opinion only in the conclusion.		To sign off in the appropriate manner.	To develop of glossary of all the technical vocabulary used in the explanation.	

Learning Overview - Year 6 Writing Frame

Recount	Auto Biography			
To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.			
To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.			
To use a wide range of clause structures, sometimes varying their position within the sentence.	To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.			
To make correct use of a range of punctuation across a range of writing. (colons for lists, semi-colons, hyphens)	To use a wide range of clause structures, sometimes varying their position within the sentence.			
To develop a personal introduction into the recount, beyond the use of the 5 'W's.	To use an informal, chatty tone appropriate to the audience.			
To include rhetorical questions to engage the reader.	To add detail to the writing in consideration of the audience.			
To conclude with a personal opinion or review of the event/place.				

Appendix 3 – Example of a Writing Frame Checklist

Year 6 Non- Chronological Report Checklist		Self Assessment	Teacher Assessment
	To change verbs into nouns by adding suffixes.		
	To show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on my reader, in my second drafts.		
	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.		
	To use the correct tense throughout a piece of writing.		
	To use passive voice to present information with a different emphasis.		
	To add precision, detail and qualification using prepositional phrases and adverbs.		
	To mostly use commas correctly to mark phrases and clauses and provide clarity.		
	To use punctuation for parenthesis.		

Appendix 4 - Example of a Writing Genre Progression Ladder

Instructions / Procedures	
Year 1 (Simon says...) (Tidy classroom)	*Simple sentences
Year 2 (Making a jam sandwich)	*Title *Numbered points *Imperative verbs *Simple time connectives (e.g. first, next)
Year 3 (Craft activity)	*Title *Numbered points *Imperative verbs *Equipment List *Method (headings/sub-headings) *Adverbial phrases (After the paint has dried,)
Year 4 (Recipe)	*Title *Introduction *Ingredient and Equipment List *Method (headings/sub-headings) *Numbered points *Imperative verbs *Adverbs *Adverbial phrases (After the paint has dried,) *Alternative instructions (if you don't like raisins....)
Year 5	
Year 6 (Personal Safety Guide)	*Title *Introduction *Equipment List *Method (headings/sub-headings) *Numbered or bullet points *Imperative verbs *Adverbs *Adverbial phrases (After the paint has dried,) *Alternative instructions (if you don't like raisins....) *Full sentences with explanations.

Appendix 5 - Writing Learning Statements

Year 1

Handwriting:

1. To correctly sit at a table, holding a pencil comfortably and correctly.
2. To form the digits 0-9.
3. To form lower case letters in the correct direction, starting and finishing in the right place.
4. To form capital letters correctly.
5. To sit letters on the line.
6. To write most letters that are the same size.
7. To name the letters of the alphabet in order.

Spelling:

8. To spell unknown words using my phonemes
9. To use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.
10. To write from memory simple dictated sentences including the words taught so far.
11. To spell words that use suffixes for plurals or third person.
12. To use letter names to show alternative spellings of the same phonemes.
13. To spell days of the week.
14. To spell most (35) common exception words for Year 1.
15. To add '-un' to the beginning of words to change their meanings e.g. unkind, undo and untie.

Composition:

16. To plan my writing by saying what I am going to write about.
17. To say a sentence out loud before I write it down.
18. To read my own writing aloud so it can be heard by others and to check for sense.
19. To write simple sentences about a topic.
20. To sequence sentences to form short narratives.
21. To sequence sentences in chronological order to recount an event/experience.

Grammar:

22. To use the personal pronoun 'I'
23. To use 'and' to join ideas within a sentence.
24. To attempt to use other conjunctions.
25. To use relevant word banks to support my word choices.
26. To begin to use adjectives to add detail to my sentences.
27. To use question words to begin questions.
28. To use most grammatical terminology to discuss their writing e.g. letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Punctuation:

29. To use finger spaces.
30. To use a capital letter for the start of a sentence.
31. To use full stops correctly.
32. To use capital letters for the names of people, places and days of the week.
33. To begin to use other punctuation such as exclamation and question marks.

Year 2

Handwriting:

1. To use some of the diagonal and horizontal strokes needed to join letters.
2. To understand which letters, when adjacent to one another, are better left unjoined.
3. To write capital letters (and digits) of the correct size/orientation to one another.
4. To use spacing between words that reflects the size of the letters.
5. To form lower case letters of the correct size relative to one another.

Spelling:

6. To segment spoken words into phonemes and record these as graphemes.
7. To make words ending in ‘y’ into plurals.
8. To identify and apply my knowledge of homophones/near homophones.
9. To use apostrophes for the most common contracted words.
10. To spell most of common exception words for year 2.
11. To spell longer words using suffixes such as ment, ness, ful, less and ly.
12. To spell words with alternative GPCs.

Composition:

13. To develop stamina for writing by writing for different purposes.
14. To plan and discuss the content of my writing.
15. To evaluate my writing independently, with peers and with my teacher by making simple additions and corrections.
16. To write, from memory, simple dictated sentences.
17. To proof-read to check for errors in spelling, grammar and punctuation.
18. To make changes, sometimes independently and sometimes in discussion with an adult, to improve my writing.

Grammar:

19. To use some expanded noun phrases to describe, expand and specify.
20. To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
21. To use conjunctions for co-ordination (or, and, but)
22. To use some conjunctions for sub-ordination (when, if, that, because)
23. To use sentences with different forms: statements, questions, exclamations and commands.
24. To use different ways to start a sentence (suddenly, after, just then)
25. To use adjectives and adverbs to add detail and specify.
26. To use past and present tenses correctly and consistently including the progressive form.

Punctuation:

27. To use full stops and capital letters correctly.
28. To use capital letters for the personal pronoun I and for most proper nouns.
29. To begin to use commas to separate items in a list.
30. To sometimes use apostrophes for singular possession.
31. To mostly use exclamation and question marks correctly to demarcate sentences.

Year 3

Handwriting:

1. To use diagonal and horizontal strokes that are needed to join letters.
2. To increase the legibility of my handwriting.
3. To know which letters should not be joined.

Spelling:

4. To use the first two or three letters of a word to check its spelling in a dictionary.
5. To identify a root word in longer words.
6. To spell words with additional prefixes and suffixes and understand how to add them to root words.
7. To spell correctly word families based on common words.
8. To recognise and spell additional homophones.
9. To spell some identified words from the Year 3 and 4-word list.
10. To make comparisons from a word already known to apply to an unfamiliar word.

Composition:

11. To use subheadings and headings in non-fiction writing.
12. To build up a picture of my characters.
13. To build up a picture of the setting.
14. To build up a picture of the plot.
15. To plan my writing by discussing and recording ideas.
16. To independently proof read my work for correct use of punctuation.
17. To independently proof read my work to check that words have been spelt correctly.
18. To suggest improvements to my writing through self and peer assessing
19. To identify structure; grammatical features and use of vocabulary in texts.
20. To use paragraphs to organise ideas
21. To develop resolutions and endings in narrative writing.
22. To make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. accurate use of pronouns.
23. To look at and discuss different models of writing, taking account of purpose and audience.
24. To compose sentences using a wider range of structures linked to the grammar objectives.

Grammar:

25. To use prepositions to express time (e.g. before, during, after)
26. To use conjunctions in my writing (e.g. when, while, so, because)
27. To use adverbs in my writing (e.g. ly words)
28. To recognise and use determiners 'a', 'an' and 'the' appropriately
29. To use the perfect form of verbs instead of the simple past
30. To add detail through noun phrases and the use of adverbials.
31. To use word choices that are adventurous and carefully selected to add detail and to engage the reader.

Punctuation:

32. To begin to use inverted commas for some direct speech punctuation.
33. To place possessive apostrophes accurately in regular plurals.
34. Commas are sometimes used to mark clause and phrases.

Year 4

Handwriting:

1. To use diagonal and horizontal strokes that are needed to join letters.
2. To know which letters should not be joined.
3. To increase the legibility, consistency and quality of my handwriting; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Spelling:

4. To use first three or four letters of a word to check spelling in a dictionary.
5. To spell words with additional prefixes and suffixes and understand how to add them to root words. (- ation, ous, ion, ian)
6. To use plural - s and possessive -s correctly.
7. To use a wide range of homophones correctly.
8. To spell most of the words on the Y3/4 spelling list.

Composition:

9. To write simple sentences dictated by the teacher that includes words and punctuation taught so far.
10. To write a narrative with a clear structure, setting, characters and plot.
11. To include key vocabulary and grammar choices that link to style of writing.
12. To organise paragraphs around a theme and begin to open paragraphs with topic sentences.
13. To re-read writing and identify some changes that need to be made.
14. To check my work and identify mistakes in spelling and punctuation.
15. To plan writing using appropriate model.
16. To organised my narrative writing into clear sequences with more than a basic beginning, middle and end.
17. To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character.

Grammar:

18. To use a range of sentences with more than one clause- through use of conjunctions.
19. To use the correct article 'a' or 'an'.
20. To open sentences in different ways
21. To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
22. To use fronted adverbials followed by a comma
23. To use expanded noun phrases to add detail
24. To use adverbs and prepositions to express time, place and cause.
25. To use subordinating and co-ordinating conjunctions
26. To use standard English for verb inflections (we was/we were)
27. To use the correct tense throughout a piece of writing.
28. To make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.
29. To use fronted adverbials of place, time and manner, including the use of a comma.

Punctuation:

30. To secure the use of punctuation in direct speech, including a comma after the reporting clause.
31. To use apostrophes for omission and possession
32. To ensure all my sentences are correctly demarcated.

Year 5

Handwriting:

1. To write legibly and fluently, when appropriate, using a joined handwriting style.

Spelling:

2. To form verbs with prefixes, e.g., dis, de, mis, over and re.
3. To use the first three or four letters of a word to check the spelling and meaning in a dictionary.
4. To begin to proof read my work for spelling and punctuation errors.
5. To convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.
6. To spell some words with silent letters.
7. To distinguish between homophones and other words which are often confused.
8. To spell identified commonly misspelt words from Year 5 and 6-word list.

Composition:

9. To plan writing for a range of audiences and purposes.
10. To organise writing into paragraphs to show different information or events.
11. To link ideas within paragraphs using connecting adverbs (when, where, as, with)
12. To select appropriate grammar and vocabulary to enhance meaning.
13. To build cohesion within and across paragraphs.
14. To develop characters through action and dialogue.
15. To develop a character through description.
16. To describe setting and atmosphere to engage the audience, and to indicate a change.
17. To add well-chosen detail to interest the reader
18. To use or integrate models from my reading in my writing.
19. To manage shifts in time and place effectively and guide the reader through my text

Grammar:

20. To start sentences in a range of ways. (similes, adverbials, conjunctions etc)
21. To use modal verbs or adverbs to indicate degrees of possibility
22. To use stylistic devices to create effects in writing. (personification, similes, metaphors)
23. To use main and subordinate clauses
24. To use relative clauses
25. To suggest changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning.
26. To use formal and informal language
27. To use the correct and consistent use of tense throughout a piece of writing.
28. To use the perfect form of verbs to mark relationships of time and cause
29. To use a thesaurus to improve my vocabulary choices.
30. To choose words for deliberate effect and use them thoughtfully and with precision.

Punctuation:

31. To use commas to clarify meaning or avoid ambiguity in writing.
32. To use colons to introduce a list.
33. To use brackets, dashes or commas to indicate parenthesis.
34. To use inverted commas and other punctuation to accurately indicate direct speech.

Year 6

Handwriting:

1. To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Spelling:

2. To use a range of spelling strategies not just phonetically.
3. To use a dictionary to check spelling and meaning
4. To spell most of the words that appear in the Year 5/6 list.
5. To ensure I use the correct homophone. (see year 5/6 homophone list)
6. To spell most words with silent letters.
7. To change verbs into nouns by adding suffixes (tion/sion/ment)
8. To proof read and edit my work to check for spelling and punctuation errors.

Composition:

9. To plan writing for specific audience/purpose, appropriate form and features.
10. To draft writing where appropriate vocabulary and grammatical structures have been selected and that reflect the level of formality required.
11. To show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on my reader, in my second drafts.
12. To evaluate writing as a matter of course and proof reading ensures a high level of accuracy.
13. To describe characters and integrate dialogue to convey character and advance the action.
14. To adapt grammar and vocabulary used in writing to suit audience and purpose.
15. To create atmosphere and describe settings using antonyms and synonyms to enhance detail.
16. To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.
17. To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. (TIP TOP/PEE)


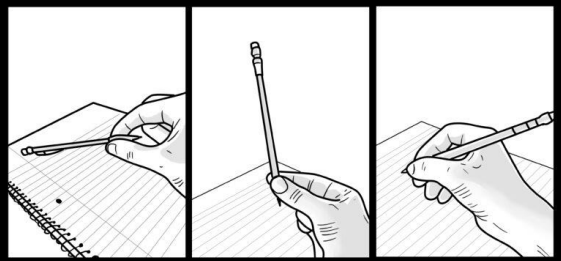
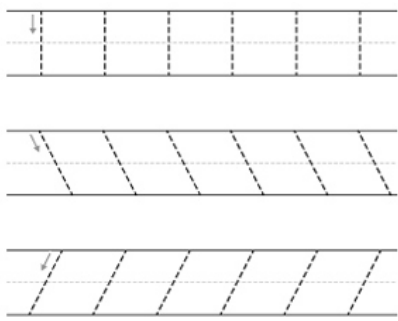
Grammar:

18. To use thesaurus to develop word understanding and build bank of antonyms and synonyms.
19. To use the correct tense throughout a piece of writing.
20. To use passive voice to present information with a different emphasis.
21. To use a range of verb forms to create more subtle meanings.
22. To add precision, detail and qualification using prepositional phrases and adverbs.
23. To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.
24. To effectively draft work to enhance meaning and adapt grammar choices for effect.
25. To ensure correct subject verb agreement in singular and plural.
26. To use a wide range of clause structures, sometimes varying their position within the sentence.
27. To use structures typical of very formal speech, such as subjunctive form.
28. To use imaginative vocabulary choices to create impact and enhance writing.
29. To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.

Punctuation:

30. To use inverted commas.
31. To mostly use commas correctly to mark phrases and clauses and provide clarity.
32. To use punctuation for parenthesis.
33. To make correct use of range of punctuation across genres (colons for lists, semi-colons, hyphens)

Blidworth and Rainworth Primary School Partnership - Writing Policy
F2 Phonics Writing - Stages of writing

Stage 0 - Pre-handwriting skills		
Steps	Teach	Resources
<p>In the settling in period when joining F2, a child will be discretely assessed on there formation of pre-handwriting shapes.</p> <p>Acquisition of these shapes are the building blocks to effective letter formation in the future that is embedded.</p> <p>During a directed phonics session: At the point of letter formation - a child that is at Stage 0 will be given/supported to access pre-handwriting formation. At the point of word writing - a child that is Stage 0 will be given/supported to order the graphemes on sticky notes.</p>		
1	<p>'Ready to write': This focuses on a child using their core strength to sit on a chair at the table. This may need lots of modelling in the early stages. Listening and attention skills - building on this each session, keeping the small group time pacey and engaging (as they access their learning whilst others are playing the environment).</p>	
2	<p>Pick up a pencil comfortably: A good tripod grip reduces hand discomfort and helps with the stamina needed for sustained writing. Follow the steps to establishing a tripod grip.</p> <p>However, some children may have one of the many other functional grips that also produce legible writing. As long as they are comfortable and letter formation isn't compromised, support the child to continue their functional grip.</p>	
3	<p>Tracing over pre-handwriting shapes: Based on initial entry assessments, a child may need to practice tracing the shape. The more the correct formation is followed the pathway to the brain is strengthened and embedded in long term memory.</p> <p>Support the child to beginning formation at the correct starting point and in the correct direction.</p> <p>Provide lots of oppourtunities to practice this before moving on to independent formation.</p>	
4	<p>Formation of pre-handwriting shapes: When a child can trace confidently, move on to formation on a WB or on paper (it is helpful for them to have a visual example to look at alongside their own formations). If a child is finding the starting point of formation a challenge, use a dot with a marker for them to begin forming the shape. When a child can consistently form all pre-handwriting shapes, they are ready to be introduced to letter formation in letter families.</p>	<p>WB/pens Triangular pencils (grips if needed)</p>
<p>LO: To identify sounds in a word and represent them with a grapheme.</p> <p>Be ready to write. Pick up a pencil comfortably. Trace over pre-handwriting shape. Start formation at the correct point/direction. Independently form the pre-handwriting shape.</p>		

Blidworth and Rainworth Primary School Partnership – Writing Policy

Stage 1 – Word Writing		
Steps	Teach	Resources
1	<p>Tuning in (Phase 1):</p> <ul style="list-style-type: none"> - Repeated oral segmenting of the focus word using Chewy Sweet technique. - Getting mouth ready for sound, adult to model this. - Over accentuate phonemes/mouth shape. 	One picture in book that helps child to make links to the word they are focusing on.
2	<p>Selecting phonemes that the child can hear:</p> <ul style="list-style-type: none"> - After tuning in, depending on individual needs, the child segments the word either independently or with support. - After pulling out each sound, the child identifies and orders the graphemes on ‘sticky letters.’ Continue until the word is complete. - Check ordering with child, by ‘phoneme wave’ blending the word. Support the pace and chunk (c/at) if appropriate to help the child tune in. 	<p>Post it note with graphemes for word, cut into individual grapheme to order.</p> <p>Phoneme mat.</p>
3 When child is ready	<p>Writing the word:</p> <ul style="list-style-type: none"> - Segment the word again, support if needed by modelling the chewy sweet and mouth shape but not giving them the sound. - Writing each grapheme as they hear it (it is helpful to find it on the phoneme mat/formation and trace this first). - The child then forms each grapheme they can hear (for example the child cannot hear the initial sound, the adult models segmenting this sound and writes this grapheme for the child). - Repeat until the word is complete. - If appropriate, blend the word with the child to check. <p><i>Handwriting – select one grapheme (if appropriate) to practice, as you write them in the book, say the handwriting rhyme and show the child your formation. Highlight the starting point for each grapheme, then child independently has a go.</i></p> <p>Extra support:</p> <ul style="list-style-type: none"> - Use a whiteboard to practice letter formation if the child needs fine motor support. They may write the word more successfully using this method in the initial stages – photograph and add to books. - Phoneme frame – assess the need for this, if graphemes are very large and scattered on the page, this will help the child to see the whole word composition. Monitor and remove when appropriate. 	<p>Phoneme mat.</p> <p>Formation in books.</p> <p>Whiteboard and pen (fine motor support).</p> <p>Phoneme frame (if graphemes are large/ scattered)</p> <p>Yellow highlighter letter formation, starting point highlighted.</p>
4 (When step 3 is achieved).	<p>Writing two words:</p> <ul style="list-style-type: none"> - When a child is segmenting more consistently and with more independence, move onto writing two words. - Following the same process as Stage 3, but with less support. - Support independence skills – allow them to make errors and self-correct with support if needed. This will help them to embed the skills you are teaching them. <p><i>Handwriting – select one or more graphemes to practice, as you write them in the book, say the handwriting rhyme and show the child your formation. Highlight the starting point for each grapheme, then child independently has a go.</i></p>	<p>Two focus pictures in book.</p> <p>Phoneme mat.</p> <p>Letter formation in books.</p> <p>Phoneme frames or highlight line (so child can see where to begin writing) or independent writing in book</p> <p>Yellow highlighter letter formation, starting point highlighted.</p>
<p>LO: To identify sounds in a word and represent them with a grapheme.</p> <p>Say the sound and practice the action. Identify the grapheme to represent the sound. Use Chewy Sweet to segment sounds in a word. Write the graphemes to represent the sounds. Write a CVC word independently.</p>		

Stage 2 – Caption Writing		
Steps	Teach	Resources
1	<p>Writing a dictated caption:</p> <ul style="list-style-type: none"> - When a child is consistently segmenting cvc words and writing them independently they are ready to write short captions, for example ‘up the hill’. - Explain that a caption gives us a short idea/piece of information about a picture. - Focus on the retention of the caption, tap it out on shoulders, claps, different voices. Whatever strategy works for the child. Repeat this lots of time. - Then focus on recalling the first word and segmenting this to write. - Discuss where to begin writing and why we write left to right. - Support the child to ‘bounce back’, reading the first word to help recall the next word. Repeat above until the caption is written. <p><i>Handwriting – select one or more graphemes to practice, as you write them in the book, say the handwriting rhyme and show the child your formation. Highlight the starting point for each grapheme, then child independently has a go.</i></p>	<p>One focus picture in books.</p> <p>Phoneme mat.</p> <p>Formation in books.</p> <p>highlight line (so child can see where to begin writing) or independent</p> <p>Yellow highlighter letter formation, starting point highlighted.</p>
2	<p>Finger spaces:</p> <ul style="list-style-type: none"> - To make sure we don’t embed any misconceptions when caption writing, we need to introduce using finger spaces (children will have already been exposed to this during directed phonics). - Read an example or a child’s writing where we don’t have finger spaces. <p><i>Highlight positively that it is a little tricky to read all the words so close together. I wonder what we need to help us? A finger space! This will help us to read each word clearly.</i></p> <ul style="list-style-type: none"> - Then depending on the learning needs, support by using one of the strategies (in the resources section). - Bounce back and read the sentence and highlight that the finger spaces help us to read the caption easily. - Some children may need repeated support to use finger spaces and embed the skill. - If a child does not use a finger space, discuss this with the when reading the sentence but do not cross it out ect. If the child is confident using independent phonic skills, you may want to rewrite the underneath. 	<p>Post it note cut into small sticky strip for child to move as a finger space as they write (helpful for left-handed writers).</p> <p>Use of finger to create space or independent at leaving a space in writing.</p>
3	<p>Multiple caption writing:</p> <ul style="list-style-type: none"> - When a child is independently recalling and writing a short caption using finger spaces, extend to write a second caption. - This could be another dictated caption or the child may express an interest in helping the adult compose the caption. - Have a short discussion about what they can see/notice and then tweak this into an appropriate caption. - <i>Some children may move from step 2 to Stage 3 Sentence Writing, skipping step 3 (as long as they have embedded skills it is quality over quantity).</i> 	As above (step 1)
When child is ready	<p>LO: To identify sounds in a word to write a caption.</p> <p>Say the sound, practice the action and identify the grapheme. Segment the sounds to write a word. Bounce back to recall the next word in the caption.</p> <p>Write a caption independently. Use finger spaces when writing.</p>	

Stage 3 – Sentence Writing		
Steps	Teach	Resources
1	<p>Writing a dictated sentence:</p> <ul style="list-style-type: none"> - When a child can independently write and recall a dictated caption, they are ready to begin sentence writing. - Explain that a sentence gives us a complete idea/thought. <p>Sentence features:</p> <ul style="list-style-type: none"> - Highlight the components of a sentence when appropriate (children are exposed to this in directed phonics/ reading) including finger spaces. <p>Capital letter:</p> <ul style="list-style-type: none"> - A sentence starts with a capital letter, this tells the reader it is the beginning of the sentence. <p>Full stop:</p> <ul style="list-style-type: none"> - A full stop (it is good to use an action to symbolise this) tells the reader to stop reading and take a breath. - Emphasise when we form a full stop it is a small dot that sits on the line. <p><i>Use of these sentence components (FS/CL) are discretely discussed and embedded when a child shows knowledge/understanding of them in reading/writing.</i></p> <p>Skills:</p> <ul style="list-style-type: none"> - Support recall/segmenting skills where appropriate. As more phonemes/ correspondences are learnt they may need support to identify the correct grapheme. - For example, c/k/ck – teach children where they usually would find this phoneme in a word so they have the skills to make a decision independently when writing. - Bouncing back to read the whole sentence/ recall the next word. <p><i>Sentence starters – use repeated sentence starters to build up fluency in sentence writing. Helpful for those children who find recalling the sentence a challenge.</i></p>	<p>Same as stage 3.</p> <p>Capital/ lowercase letters on wall for children to access.</p> <p>Capital letter mat.</p> <p>Sentence starter ideas: I am... It is a... I go to the... The ____ is... I can... I see a... I can see a... Look at the... This is a...</p>
2	<p>Multiple sentence writing:</p> <ul style="list-style-type: none"> - When a child is independently writing a sentence using most components independently, they are ready to write multiple sentences. - This may be dictated or independently created (support where appropriate). <p><i>A child may naturally bounce onto the next line and write their next sentence, allow them to build independence in their writing. When appropriate, explain that we can begin the next sentence right after the full stop, even on the same line. This means when we are reading, we can begin reading the next sentence straight away, just like in story books. You may wish to show a child the composition in a book.</i></p>	<p>Same as stage 3.</p>
<p>LO: To write a simple sentence that can read by others.</p> <p>Recite the dictated sentence. Segment the sounds to write a word. Bounce back to recall the sentence. Write a sentence using finger spaces. Use a tricky word/s in a sentence.</p>		

Stage 4 – Creative Writing		
Steps	Teach	Resources
1	<p>Writing creatively:</p> <ul style="list-style-type: none"> - When a child is a confident sentence writer using P2 and P3 phonemes, incorporating the components of a sentence consistently. They are ready to write creatively. - Linking to a learning theme, where the child has prior/growing knowledge gives the child the vocabulary to construct their idea more independently. - Have a range of good quality pictures or objects, ideally one per child, that can be shared around the group. - Ask the child to look/feel/smell (if using foods etc.) and think of their idea/sentence. - Ask the child questions to help draw ideas and vocab... <p>What do you notice? What do you see? How does it feel? How does it smell?</p> <ul style="list-style-type: none"> - Then ask, what is your sentence? - This may need tweaking/repeating to check it makes sentence. Check the child can repeat/recall this sentence before writing. In the initial stages sentence composition may be heavily support based on the child's learning needs. - Repeat with different stimulus if appropriate (a child may wish to write repeated sentences about a single object that inspires them), <p>Skills:</p> <ul style="list-style-type: none"> - Recall of sentence and bouncing back - Segmenting skills and informed selection of different grapheme correspondences – f/ff l/l I/igh ur/er - Finger spaces, capital letters, full stops - Good quality sentences, they may need support to add more detail as they become more confident creative writers. - Composing a sentence verbally before writing. <p><i>Handwriting – select one or more graphemes to practice, highlight the starting point of the letter and verbally prompt using handwriting rhyme.</i></p> <p><i>Can the child spot graphemes to practice?</i></p>	Same as stage 3 (access to all resources and child selects as needed).
<p>LO: To write sentences about a given stimulus.</p> <p>Talk about a stimulus. Write using a given stem sentence. Compose a sentence independently.</p> <p>Bounce back to check writing. Use tricky word/s in a sentence.</p>		

Holding children to account

- There will be evidence of holding children to account for proven skills i.e. letter formation, letter size, sitting graphemes on line, pencil grip.
- There will be evidence of ‘moving children on’ in each piece of writing. This might be visible in the child’s work or on a written annotation by the class teacher.
- A written annotation gives information that cannot be seen in the piece of work, such as specific skills or discussions you have had with a child.
- Children apply the School Values to their learning; they understand the importance of learning in their books and take pride in their work.

Appendix 6 – Overview of Grammar and Punctuation to be taught in each year group

OVERVIEW OF GRAMMATICAL KNOWLEDGE		
YEAR 1	YEAR 2	YEAR 3
letter word sentence singular plural conjunction 'and' 'but' finger spaces	noun proper nouns adjective noun phrase verb 'to be' verb adverb suffix statement question exclamation command conjunction 'or' 'so' 'because' 'if' 'when' compound sentence simple present/past tense present progressive/past progressive	preposition co-ordinating conjunction subordinating conjunction word family prefix clause subordinate clause direct speech reported speech consonant vowel a/an adverb 'to have' verb perfect verbs homophones collective nouns
YEAR 4	YEAR 5	YEAR 6
determiner pronoun possessive pronoun adverbial fronted adverbial 's' for plural or possession expanded noun phrase abstract noun	modal verb relative pronoun relative clause parenthesis degrees of possibility using modal verbs and adverbs cohesion within and across paragraphs revisit verb forms ~ simple, progressive, perfect	subject object active voice passive voice synonym antonym subjunctive form formal and informal language
OVERVIEW OF PUNCTUATION EXPECTATIONS		
YEAR 1	YEAR 2	YEAR 3
capital letter full stop question mark exclamation mark apostrophe for omission	capital letters for proper nouns (places) apostrophe for possession (singular) apostrophe for omission comma (list)	inverted commas
YEAR 4	YEAR 5	YEAR 6
comma after fronted adverbial apostrophes for plural possession	brackets dash commas to clarify ambiguity bullet points	ellipsis hyphen colon semi-colon