



Kingskerswell Church of England Primary School

Intent, Implementation and Impact: English - Writing

Writing Progression Curriculum Plan

INTENT STATEMENT

A writer from Kingskerswell Church of England Primary School will:

- *write in different contexts and for different purposes and audiences*
- *be increasingly aware of the conventions of writing, including grammar, punctuation and spelling*
- *plan draft and edit their writing to suit the purpose*
- *challenge themselves with their vocabulary choices*
- *use computer technology as a literacy medium for presenting work and manipulating text*
- *form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation*
- *develop a positive attitude towards writing by discovering the enjoyment of creating their own piece to engage others.*



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IMPLEMENTATION STATEMENT

A pupil from Kingskerswell Church of England Primary School will have the following writing experiences:

- *Writing is taught across all year groups using Teaching Sequences developed around carefully selected, quality, core texts. These sequences follow the Talk for Writing approach. Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. (Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.)*
- *The Teaching Sequences build towards purposeful independent writing outcomes encompassing composition, punctuation and grammar objectives at age – appropriate levels.*

(Specific objectives detailed in the progression table below.)

- *Grammar teaching is often embedded in each Talk for Writing Teaching Sequence and is matched to the expectations for each year group. It follows the No- Nonsense Grammar philosophy that learning about grammar is learning about language and discovering how meaning is created through the choices we make. Reinforcing the message that grammar is a way of looking at how the English language works and the endless possibilities it gives us for making our communication powerful. The No – Nonsense Grammar Programme is the grammar resource predominately used from Y2 to Y6. It may be used as an integral part of the main teaching sequence unit or as a stimulus in itself when pupils are explicitly taught how to choose language to suit the purpose and audience of their written work. Half termly assessments of applying knowledge of grammatical terms are carried out from year 2 onwards, using the digital platform of SPaG.com.*
- *Pupils following the RWI Phonics Programme pupils will be taught how to apply their phonics knowledge in writing activities linked to each phase and the outcomes for each group.*
- *Pupils will be explicitly taught spelling knowledge and skills using the RWI Spelling Programme from Y2 to Y6.*
- *Handwriting will be taught following the Penpals (Cambridge University Press) Handwriting Scheme.*
- *All staff and pupils will engage with the Developing Vocabulary project as it evolves in Kingskerswell Church of England Primary School.*



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IMPACT STATEMENT

At Kingskerswell Church of England Primary School the intended impact of our writing curriculum is to:

- *create lifelong learners who are able to write confidently and competently for a range of purposes and audiences.*
- *ensure the % of Y2 pupils who are working at ARE in writing is in line with or above national averages*
- *ensure the % of Y2 pupils who are working at greater depth in writing is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at ARE in writing is in line with or above national averages*
- *ensure the % of Y6 pupils who are working at greater depth in writing is in line with or above national averages*
- *ensure the % of Y6 pupils who achieve ARE in their SPaG assessment is in line with or above national averages*
- *ensure the % of Y6 pupils who achieve greater depth in their SPaG assessment is in line with or above national averages*
- *continue to close the gaps in the progress of different groups of pupils in all year groups*
- *prepare pupils to be secondary school ready in their writing abilities as they leave our primary school.*

In our best endeavours to achieve this impact we will monitor the writing at our school by:

- *ensuring teachers conference children about their writing process and use the Evidence Gathering Grid sheets to assess their progress at least once a term*
- *conferencing children about their writing and the inspirations for their outcome*
- *holding writing moderation INSET*



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- *regularly assessing and tracking children's progress through each stage of the RWI phonics programme (which includes writing activities.)*
- *tracking grammar and punctuation knowledge of individuals, classes and year groups by using a digital platform such as SPaG.com to assess progress from Y2 onwards*
- *regularly assess and track children in Y2 to Y6 spelling progress as part of the RWI Spelling Programme and provide extra interventions such as the Nessie spelling programme where applicable*
- *responding to feedback regarding the ongoing development of the vocabulary project across our school*
- *observing, coaching, training and mentoring the teaching of writing throughout the school.*



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PROGRESSION TABLE

Foundation/Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts</p> <p><i>Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</i></p>	<p><i>Knock, Knock Open the Door by Michaela Morgan (Fiction)</i></p> <p><i>On the Road by Susan Stegall (Poetry)</i></p> <p><i>What I Like! Poems for the Very Young by Gervaise Phinn (Poetry)</i></p>	<p><i>Oi Frog by Kes Grey (Fiction)</i></p> <p><i>Knights (from the Leapfrog Learners series) by Annabelle Lynch (Non Fiction)</i></p>	<p><i>Usborne: Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al. (Non Fiction)</i></p> <p><i>The Train Ride by June Crebbin (Poetry)</i></p>			
Links to Wider Curriculum	Once Upon A Time		Inspirational People		Where in the World?	
Independent purposeful writing outcomes	<ol style="list-style-type: none"> <i>Fiction: Narrative: (Blueprint: V&R) To write a new Knock! Knock! book</i> <i>Poetry: To describe a journey to a familiar place</i> <i>Poetry: To write a poem based on one of the senses</i> <i>Cross curricular piece: To have at least one other purposeful outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Narrative – Once Upon A Time Story (could be told orally)</i> 	<ol style="list-style-type: none"> <i>Fiction: Narrative: (Blueprint: C) To write silly rhyming sentences based on the pattern of the text</i> <i>Non Fiction: To write an information book about a role/job someone does</i> <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Labelled picture of a known person who is inspirational to the child</i> 	<ol style="list-style-type: none"> <i>Non Fiction: To write an information double page spread which includes an introduction, a flap with sentences providing further information for the reader and a flap which poses and answers a question.</i> <i>Poetry: To write a 'journey' story with a clear sequence of events in the style of The Train Ride</i> <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Fact sheet about a place</i> 			



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<p>Composition: Purpose and Audience</p>	<p>EYFS - Statutory Framework - RWI Phonics Programme introduced and followed...</p> <p>Year 1 - RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). • compose sentences orally and in writing. • sequence sentences to form a short narrative or piece of information writing. • use basic descriptive language. • re-read and check writing makes sense.
<p>Grammar</p>	<p>EYFS - Statutory Framework - RWI Phonics Programme introduced and followed...</p> <p>Year 1 - RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • combine words to form grammatically accurate sentences. • join words and clauses using 'and'.
<p>Punctuation</p>	<p>EYFS - Statutory Framework - RWI Phonics Programme introduced and followed...</p> <p>Year 1 - RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). • use capital letters for names and the personal pronoun 'I'.
<p>Spelling</p>	<p>EYFS - Statutory Framework - RWI Phonics Programme introduced and followed...</p> <p>Year 1 - RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. • Spell many Year 1 common exception words. • Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').



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Handwriting	<p>EYFS - Statutory Framework - The Penpals for handwriting scheme (Cambridge University Press) will be introduced in Foundation Stage and will help prepare children for handwriting, consolidate their motor control and introduce letter shapes. It is expected that most children will be forming each letter correctly by the end of Foundation Stage.</p> <p>Year 1 - Children continue to practise correct letter formation according to NC guidelines and the school's agreed letter formation using the resource 'Penpals for Handwriting'.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place consequently correctly developing a script that will be easy to join.</p> <p>To form capital letters and digits 0-9.</p> <p>To separate words with spaces.</p> <p>To practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join.</p>
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts</p> <p><i>Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</i></p>	<p><i>Dear Mother Goose by Michael Rosen (Fiction)</i></p> <p><i>Now you Know Science: What's it Made of? by Terry Jennings and Honor Head (Non Fiction)</i></p> <p><i>Zim Zam Zoom by James Carter (Poetry)</i></p>	<p><i>What Happens When...? By Delphine Chedrun (Fiction)</i></p> <p><i>Amelia Earhart (Little People, Big Dreams) by Izabel Sanchez Vegara (Non Fiction)</i></p> <p><i>I Love Bugs by Emma Dodd (Poetry)</i></p>	<p><i>Fatou, Fetch the Water by Neil Griffiths (Fiction)</i></p> <p><i>Seaside by Ruth Thomson (Non Fiction)</i></p> <p><i>Zim Zam Zoom by James Carter (Poetry)</i></p>			
Links to Wider Curriculum	Once Upon A Time		Inspirational People		Where in the World?	



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Independent purposeful writing outcomes	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: C) To write a 'Mother Goose' letter</i> 2) <i>Non Fiction: To write simple pages for an information book about scientific knowledge from experience</i> 3) <i>Poetry: This sequence culminates in a poetry recital for parents or other classes. Write their own Kenning poem based on a model from the text. Some children may also write poems based on other models.</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Once Upon A Time Story (could be told orally)</i> 	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: R) To create a What Happens When...? book</i> 2) <i>Non Fiction: Pupils write a sequential biography of aspects of Queen Elizabeth II's life (or another famous person who links to a topic area)</i> 3) <i>Poetry: To write a descriptive poem</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Labelled picture of a known person who is inspirational to the child</i> 	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: Q) To write a story using the pattern and a familiar setting.</i> 2) <i>Non Fiction: To create a page for a class book about a particular area in your environment</i> 3) <i>Poetry: This sequence culminates in a poetry recital for parents or other classes. - To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately</i> 5) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Fact sheet about a place</i>
Composition: Purpose and Audience	<p>RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). • compose sentences orally and in writing. • sequence sentences to form a short narrative or piece of information writing. • use basic descriptive language. • re-read and check writing makes sense. 		
Grammar	<p>RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • combine words to form grammatically accurate sentences. • join words and clauses using 'and'. 		
Punctuation	<p>RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). • use capital letters for names and the personal pronoun 'I'. 		



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Spelling	<p>RWI Phonics Programme predominately used as pupils are taught how to...</p> <ul style="list-style-type: none"> • Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. • Spell many Year 1 common exception words. • Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').
Handwriting	<p>Children continue to practise correct letter formation according to NC guidelines and the school's agreed letter formation using the resource 'Penpals for Handwriting'.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place consequently correctly developing a script that will be easy to join.</p> <p>To form capital letters and digits 0-9.</p> <p>To separate words with spaces.</p> <p>To practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join.</p>

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</p>	<p>Mixed Up Fairy Tales: Hilary Robinson illustrated by Nick Sharratt (Fiction)</p> <p>How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley (Non Fiction)</p> <p>Tell Me a Dragon by Jackie Morris (Poetry)</p>		<p>A mouse called Julian by Joe Todd-Stanton (Fiction)</p> <p>What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page (Non Fiction)</p> <p>Ellsworth's Extraordinary Electric Ears by Valerie Fisher (Poetry)</p>		<p>Augustus and his Smile by Catherine Rayner (Fiction)</p> <p>Outdoor Wonderland by Jeffery and Lickens (Non Fiction)</p> <p>A First Poetry Book by Pie Corbett and Gaby Morgan (Poetry)</p>	



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Links to Wider Curriculum	Once Upon a Time	The Great Fire of London	Where in the World?
Independent purposeful writing outcomes	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: RTR) To use their summarised fairy tale as part of the planning structure to write their own version of a known tale. 2) Non Fiction: Write a set of instructions about caring for an imaginary pet 3) Poetry: To make a Tell Me a Dragon book 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Science Fact Sheet 	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: OTM) To write a version of the story with different animals in a different setting (preferably linked to the living things and their habitats science topic). Some children might choose a different ending for the story based on their predictions. 2) Non Fiction: To create a book based on special clothing 3) Poetry: In groups, to write their own alphabet book 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Description – The Great Fire of London 	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: V&R) To write a story based on the structure of Augustus and His Smile 2) Non Fiction: To write a page for an information book that contains a set of instructions 3) Poetry: To perform a poem as part of a class/group, using intonation, rhythm and rhyme to entertain an audience OR to write a poem using ideas from the models provided, showing word choice for effect on the reader and rhythm appropriate to the particular poem 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Question and Answer Fact Sheet about a place/landmark etc.
Composition: Purpose and Audience	<p>Talk for writing model used as pupils are taught to consolidate, complete, embed and enhance their independent application of the KS1 English writing curriculum, whereby after discussion with the teacher, pupils will demonstrate that they are <u>working towards the standard</u> by ...</p> <ul style="list-style-type: none"> • writing sentences that are sequenced to form a short narrative (real or fictional) <p><u>working at the expected standard</u>, by demonstrating that they can...</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • begin to proofread their own writing and make changes <p>show that they can work <u>at the greater depth standard</u>, by...</p> <ul style="list-style-type: none"> • writing effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • making simple additions, revisions and proof-reading corrections to their own writing. 		



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Grammar	<p>No- Nonsense Grammar programme predominantly used as a stimulus to lessons where pupils are taught to choose the language to suit the purpose and audience, whereby after discussion with the teacher, the pupils show that they can add description and specification through the use of expanded noun phrase and that they can write different types of sentences – statements, commands, questions and exclamatory sentences.</p> <p><i>Working at the expected standard, pupils will demonstrate that they can...</i></p> <ul style="list-style-type: none"> • use present and past tense mostly correctly and consistently: (including use of the progressive form of verbs.) • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Punctuation	<p>After discussion with the teacher, pupils <i>working towards the standard</i>, will demonstrate that they can ...</p> <ul style="list-style-type: none"> • demarcate some sentences with capital letters and full stops <p>After discussion with the teacher, pupils <i>working at the expected standard</i>, will demonstrate that they can...</p> <ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required <p>To show that they can work <i>at the greater depth standard</i>, pupils will demonstrate that they can...</p> <ul style="list-style-type: none"> • use the punctuation taught at key stage 1 mostly correctly
Spelling	<p>Pupils will be explicitly taught spelling knowledge and skills using the RWI Year 2 Spelling Programme as they leave the RWI Phonics Programme.</p> <p>Pupils continue to engage with the school's vocabulary project.</p> <p>As they <i>work towards the standard</i>, pupils will demonstrate that they can ...</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words <p>Working <i>at the expected standard</i>, pupils will demonstrate that they can...</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others



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- spell many common exception words

To show that they can work at the greater depth standard, pupils will demonstrate that they can...

- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

Handwriting

Children continue to practise correct letter formation according to NC guidelines and the school's agreed letter formation using the resource 'Penpals for Handwriting'.

Children are taught to move towards a joined handwriting style, writing on lined paper with a reasonable degree of accuracy.

They practise and build on Year 1 joins and are introduced to break letters.

Children are made aware of: (a) Where the letter starts; (b) Where the individual letter stands with regard to the baseline; (c) Ascenders and descenders - lined paper will assist; (d) Spacing and finger space between words; (e) Consistent writing size; (f) Capital letters and their appropriate use

Practising four basic handwriting joins: 1. diagonal joins to letters without ascenders e.g. ai, ar, un, 2. horizontal joins to letters without ascenders, e.g. ou, vi, wi 3. diagonal joins to letters with ascenders e.g. -ab, ul, it. 4. horizontal joins to letters with ascenders e.g. -ol, wh, ot.

As they work towards the standard, pupils will demonstrate that they can ...

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard, pupils will demonstrate that they can...

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

To show that they can work at the greater depth standard, pupils will demonstrate that they can...

- use the diagonal and horizontal strokes needed to join some letters.



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts</p> <p><i>Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</i></p>	<p><i>Mimi and the Mountain Dragon by Michael Morpurgo (Fiction)</i></p> <p><i>Dare to Care: Pet Dragon by Mark Robertson and Sally Symes (Non Fiction)</i></p> <p><i>The Works KS2 chosen by Pie Corbett (Poetry)</i></p>	<p><i>Fossil by Bill Thomson (Fiction)</i></p> <p><i>Book of Bones: 10 Record Breaking Animals by Gabrielle Balkan (Non Fiction)</i></p> <p><i>Poetry Pie by Roger McGough (Poetry)</i></p>	<p><i>Myth Atlas by Thiago de Moraes (Fiction)</i></p> <p><i>Until I Met Dudley by Roger McGough (Non Fiction)</i></p> <p><i>Paint me a Poem by Grace Nichols (Poetry)</i></p>			
Links to Wider Curriculum	Dungeons and Dragons		Romans <i>(Including Science 'Rocks' and 'Animals including humans' units)</i>		Anglo-Saxon	
Independent purposeful writing outcomes	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: OTM) To write a story about a monster that might be responsible for natural disasters</i> 2) <i>Non – Fiction: Instruction: To write own page(s) of advice on looking after a creature or object (real, e.g. puppy/wolf/bicycle/submarine, or fantasy, e.g. frost troll/lightning machine)</i> 3) <i>Poetry: To write a presentation and perform a poem as a group and/or to write a poem based on the poems studied</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Non – Chronological Report</i> 		<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: V&R) To create own book using a similar story plot to Bill Thomson's and to write the story.</i> 2) <i>Non – Fiction: Information Text: To write own pages to create a class book about an amazing group.</i> 3) <i>Poetry: To perform and write poetry on a chosen subject</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. - Biography</i> 		<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Myth-choose Blueprint!) To write a myth based on a character from one of the cultures in the book (You can choose a country/culture that you are studying in history or let the children choose any of the cultures and characters which capture their imagination.)</i> 2) <i>Non Fiction: Explanation Text: To write an imaginary (and real) explanation.</i> 3) <i>Poetry: To respond to art through poetry.</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. Recount</i> 	



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<p>Composition: Purpose and Audience</p>	<p>Talk for writing model used as pupils are taught how to...</p> <ul style="list-style-type: none"> • write for the range of real purposes and audiences, (detailed above) demonstrating understanding of the main features of different forms of writing. • write using a rich and varied vocabulary. • create simple settings, characters and plot for their narrative writing. • begin to use direct speech within narratives. • use paragraphs as a way of grouping related material. • evaluate the effectiveness of writing and suggest improvements. • proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).
<p>Grammar</p>	<p>No- Nonsense Grammar programme predominantly used as a stimulus to lessons where pupils are taught to choose the language to suit the purpose and audience by...</p> <ul style="list-style-type: none"> • learning to write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>). • learning to add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). • learning to use present and past tense correctly, including use of the present perfect instead of the simple past. • learning to express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).
<p>Punctuation</p>	<p>Pupils continue to be taught how to demarcate sentences accurately throughout pieces of written work, correctly using capital letters, end punctuation and commas in lists to secure their learning of sentence punctuation from KS1.</p> <p>Pupils taught to use inverted commas to punctuate direct speech.</p> <p>Pupils taught to secure their understanding of apostrophes for contraction and singular possession correctly from their learning in Year 2.</p>
<p>Spelling</p>	<p>Pupils will be explicitly taught spelling knowledge and skills using the RWI Year 3 Spelling Programme.</p> <p>Throughout the year, pupils continue to revise and learn to spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones;



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	<ul style="list-style-type: none"> those with known prefixes and suffixes <p>Pupils taught to use and spell correctly, many words from the Year 3 / Year 4 spelling list.</p> <p>Pupils continue to be taught to use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p> <p>Pupils continue to engage with the school's vocabulary project.</p>
Handwriting	<p>Children continue to practise correct letter formation according to NC guidelines and the school's agreed letter formation using the resource 'Penpals for Handwriting'</p> <p>The emphasis is on building upon the joins established in Year 2 and using spellings as a basis for handwriting practise.</p> <p>Pupils begin to join more of their writing legibly and consistently, with the aim of all pupils using joined up writing independently and consequently writing in pen, by the end of the year.</p>

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts</p> <p>Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</p>	<p><i>Arthur and the Golden Rope</i> by Joe Todd Stanton (Fiction)</p> <p><i>A Walk in London</i> by Salvatore Rubbino (Non Fiction)</p> <p><i>The Works KS2</i> chosen by Pie Corbett (Poetry)</p> <p>Cross Curricular Text: Rhythm of the Rain (No published TS) but great links with the Water Cycle)</p>		<p><i>Beyond the Stars: Twelve Tales of Adventure, Magic and Wonder – The Snow Globe</i> (Fiction)</p> <p><i>An Anthology of Intriguing Animals</i> by Ben Hoare (Non Fiction)</p> <p><i>Carry Me Away – Poems</i> by Matt Goodfellow (Poetry)</p>		<p><i>The Paperbag Prince</i> by Colin Thompson (Fiction)</p> <p><i>Rainforest Rough Guide</i> by Paul Mason (Non Fiction)</p> <p><i>A River</i> by Marc Martin (Poetry)</p>	



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Intent, Implementation and Impact: English - Writing

Links to Wider Curriculum	The Vikings	The Mayans	Amazon Rainforest
Independent purposeful writing outcomes	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: Q) To write a quest story as one of the Brownstone adventures</i> 2) <i>Non Fiction: To write an information text about a place visited</i> 3) <i>Poetry: To write a presentation and perform a poem as a group OR Optional: To write a poem based on the poems studied</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans)</i> - The Water Cycle Story inspired by the Rhythm of the Rain book. 	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: R?) To create a story based around a magical object</i> 2) <i>Non Fiction: To write an information text about three different animals, organised in a specific way (or contribute to a group or class book about animals)</i> 3) <i>Poetry: Write a poem about a chosen animal using some of the poetical devices explored.</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans)</i> E.G. – Information Page about the Mayans 	<ol style="list-style-type: none"> 1) <i>Fiction: Narrative: (Blueprint: OTM) To devise and write a story set in a familiar but abandoned setting</i> 2) <i>Non Fiction: To create a class rough guide to a particular environment which could be real or imagined</i> 3) <i>Poetry: To write about a journey through different landscapes</i> 4) <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans)</i> E.G. – A piece of persuasive writing about caring for the environment/ not using products that lead to deforestation etc.
Composition: Purpose and Audience	<p>Talk for writing model used as pupils are taught how to...</p> <ul style="list-style-type: none"> • write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. • write using a rich and varied vocabulary appropriate to purpose and form. • write narratives with a clear plot, and describe settings and characters. • make effective choices about using direct speech within narratives. • use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. • use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • evaluate the effectiveness of writing and suggest improvements. • proofread for spelling and punctuation (in line with age-related expectations for Y4). 		
Grammar	<p>No- Nonsense Grammar programme predominantly used as a stimulus to lessons where pupils are taught to choose the language to suit the purpose and audience by...</p> <ul style="list-style-type: none"> • writing a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). • adding detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). 		



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Intent, Implementation and Impact: English - Writing

	<ul style="list-style-type: none"> • making accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). • using Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). • expressing time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).
Punctuation	<p>Pupils continue to be taught how to demarcate sentences accurately throughout pieces of written work, using capital letters and end punctuation (securing knowledge and understanding from Year 2).</p> <p>Pupils taught to use commas after fronted adverbials.</p> <p>Pupils taught to use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Pupils taught to use apostrophes correctly (contraction, singular and plural possession).</p>
Spelling	<p>Pupils will be explicitly taught spelling knowledge and skills using the RWI Year 4 Spelling Programme.</p> <p>Throughout the year, pupils continue to revise and learn to spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. <p>Pupils taught to use and spell correctly most words from the Year 3 / Year 4 spelling list.</p> <p>Pupils taught to use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p> <p>Pupils continue to engage with the school's vocabulary project.</p>
Handwriting	<p>Children will continue to practise correct letter formation according to NC guidelines and the school's agreed letter formation using resource 'Penpals for Handwriting'.</p> <p>The emphasis is on ensuring consistency in size and proportion and using joined writing for all writing except where other special forms are required so that they can use joined up writing consistently, independently and fluently.</p>



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Intent, Implementation and Impact: English - Writing

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progression of Core Texts</p> <p><i>Additional texts will be used to link with the wider curriculum in order to meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</i></p>	<p><i>Ice Bear By Jackie Morris (Fiction)</i></p> <p><i>The Secrets of Stonehenge by Manning and Granstrom (Non Fiction)</i></p> <p><i>Is this a poem? What makes a poem and how YOU can write one by Roger Stevens (Poetry)</i></p>	<p><i>The Tear Thief by Carol Anne Duffy (Fiction)</i></p> <p><i>Everest by Alexandra Stewart, illustrated by Joe Todd-Stanton (Non- Fiction)</i></p> <p><i>The Lost Words by Robert McFarlane and Jackie Morris (Poetry)</i></p>	<p><i>Kensuke's Kingdom (Fiction)</i></p> <p><i>Where My Wellies Take Me by Michael and Clare Morpurgo Part 1 (Non Fiction)</i></p> <p><i>Where My Wellies Take Me Part 2 by Clare Morpurgo and Michael Morpurgo (Poetry)</i></p>			
Links to Wider Curriculum	The Ages		Ancient Egyptians		People and Places	
Independent purposeful writing outcomes	<ol style="list-style-type: none"> <i>Fiction: Narrative: (Blueprint: V&R) To write a story that shows the links between nature animals/humans/Earth</i> <i>Non Fiction: To create a book about the secrets of a place and its history over time</i> <i>Poetry: To write at least one original poem, making choices and decisions about form and content</i> <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Recount/diary entry from an event studied in history</i> 		<ol style="list-style-type: none"> <i>Fiction: Narrative: (Blueprint: OTM)To write a story about a thief who steals feelings</i> <i>Non Fiction: To write an account of another significant exploration, e.g. the Moon landing or the discovery of the pyramids.</i> <i>Poetry: To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book</i> <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Science – Explanation Text related to their understanding of the topic Earth in Space.</i> 		<ol style="list-style-type: none"> <i>Fiction: Narrative: (Blueprint: V&R) To write an extended story based on Chapter 4</i> <i>Non Fiction: To write a poem/recount about a familiar journey</i> <i>Poetry: To choose and link poetry to a walk and perform favourite poems</i> <i>Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Explanation Text: What matters most to Christians and Humanists?</i> 	



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Intent, Implementation and Impact: English - Writing

<p>Composition: Purpose and Audience</p>	<p>Talk for writing model used as pupils are taught how to...</p> <ul style="list-style-type: none"> • write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). • describe settings, characters and begin to develop atmosphere ('show not tell') in narratives, • use dialogue in narratives to convey character or advance the action. • use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> - secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; - link ideas using adverbials of time, place and number; - link ideas using tense choices (e.g. he had seen her before instead of he saw her before). • make choices in drafting and revising writing, showing understanding of how these enhance meaning. • proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
<p>Grammar</p>	<p>No- Nonsense Grammar programme predominantly used as a stimulus to lessons where pupils are taught to choose the language to suit the purpose and audience by selecting appropriate grammar and vocabulary to change and enhance meaning by:</p> <ul style="list-style-type: none"> • using a range of verb forms, particularly the perfect, to mark relationships of time and cause. • using modals and adverbs to indicate possibility. • conveying complicated information concisely by using pre- and post-modification of nouns, including relative clauses. • using a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
<p>Punctuation</p>	<p>Pupils continue to be taught how to demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (securing knowledge and understanding from Year 4).</p> <p>Pupils taught to indicate parenthesis using brackets, commas or dashes.</p> <p>Pupils taught to use punctuation to ensure meaning is clear, particularly commas for clarity.</p>



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Intent, Implementation and Impact: English - Writing

Spelling	<p>Pupils will be explicitly taught spelling knowledge and skills using the RWI Year 5 Spelling Programme.</p> <p>Throughout the year, pupils continue to revise and learn to spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> • common exception words from KS1; • Year 3/4 statutory words; • previously taught homophones. <p>Pupils taught to use and spell correctly many words from the year 5 / year 6 spelling list.</p> <p>Pupils continue to be taught to make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p> <p>Pupils continue to engage with the school's vocabulary project.</p>
Handwriting	<p>Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting as outlined in 'Penpals for Handwriting Years 5/6'.</p> <p>Children will be given opportunities to practise handwriting in conjunction with spellings.</p> <p>They will be taught to maintain legibility in joined handwriting when writing at speed.</p>

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts Additional texts will be used to link with the wider curriculum in order to	<i>Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell Boyce (Fiction)</i> <i>Charles Dickens: scenes from an extraordinary life by Mick</i>		<i>The Princess' Blankets by Carol Ann Duffy (Fiction)</i> <i>The Lost Book of Adventure by The Unknown Adventurer (Non</i>		<i>The Story of Antigone by Ali Smith (Fiction)</i> <i>Archipelago: An Atlas of Imagined Islands edited by Huw Lewis-</i>	



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Intent, Implementation and Impact: English - Writing

<p>meet the needs and interests of pupils and create purposeful writing opportunities that embrace the knowledge and understanding of those areas, whilst securing key strands of the writing curriculum.</p>	<p>Manning and Brita Granström (Non Fiction) Bethlehem – a Christmas Poem by Carol Ann Duffy (Poetry)</p>	<p>Fiction) I am Cat by Jackie Morris (Poetry)</p>	<p>Jones (Non Fiction) Earth Verse: Haiku from the Ground Up by Sally M. Walker; illustrated by William Grill (Poetry)</p>
<p>Links to Wider Curriculum</p>	<p>Britain</p>	<p>Yosemite</p>	<p>Ancient Greece</p>
<p>Independent purposeful writing outcomes</p>	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: Q) To write a chapter for the book in which Chitty visits another place in time 2) Non Fiction: To write a hybrid text with three distinct styles, focusing on a time in an author’s life, to produce a class or group book/exhibition 3) Poetry: To write a poem describing a special place and events 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. –R.E. Persuasive Writing for debate - Creation and science: conflicting or complementary? 	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: R T R) To write a traditional tale 2) Non Fiction: To create your own ‘Lost Book’ of your own adventures 3) Poetry: Write a version of ‘I Am Cat’ using a different subject 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – Science (Light) – Explanation Writing – How do we see ? 	<ol style="list-style-type: none"> 1) Fiction: Narrative: (Blueprint: OTM) To write a section of the text 2) Non Fiction: To invent their own island and write about its discovery, features and island life as part of a class Atlas of Imagined Islands 3) Poetry: To write haiku poetry about a natural event/process, including technical vocabulary and poetic imagery AND/OR to write a short information text about a natural event/process (this will involve revision of known grammar and less direct teaching before independent writing) 4) Cross curricular piece: To have at least one other purposeful written outcome for another curriculum area – science, history, geography, R.E. (Detailed on subject mid-term plans) E.G. – For Leaver’s service Recount - Memories / Then Hopes based on Book of Hopes – National Literacy Trust
<p>Composition: Purpose and Audience</p>	<p>Talk for writing model used as pupils are taught to consolidate, complete, embed and enhance their independent application of the KS2 English writing curriculum.</p> <p>Children will continue to be taught to:</p> <ul style="list-style-type: none"> • make choices in drafting and revising writing, showing an understanding of how they craft their ideas can enhance meaning. • proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). 		



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Intent, Implementation and Impact: English - Writing

As they *work towards the standard*, pupils will demonstrate that they can ...

- write for a range of purposes.
- describe settings and characters in narratives.
- use paragraphs to organise ideas.
- use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) in non-narrative writing,

Working *at the expected standard*, pupils will demonstrate that they can...

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader- this will include examples of more formal writing. (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- describe settings, characters and atmosphere in narratives,
- integrate dialogue in narratives to convey character and advance the action.
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

To show that they can work *at the greater depth standard*, pupils will demonstrate that they can...

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).

Grammar

No- Nonsense Grammar programme predominantly used as a stimulus to lessons where pupils are taught to...

work *at the expected standard* by...

- selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- using verb tenses consistently and correctly throughout their writing.



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Intent, Implementation and Impact: English - Writing

	<p>show that they can <i>work at the greater depth standard</i> by</p> <ul style="list-style-type: none"> distinguishing between the language of speech and writing and choose the appropriate register. exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
Punctuation	<p>As they <i>work towards the standard</i>, pupils will demonstrate that they can ...</p> <ul style="list-style-type: none"> use mostly correctly: capital letters, full stops., question marks., commas for lists., apostrophes for contraction. <p>Working <i>at the expected standard</i>, pupils will demonstrate that they can...</p> <ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). <p>To show that they can <i>work at the greater depth standard</i>, pupils will demonstrate that they can...</p> <ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
Spelling	<p>As they <i>work towards the standard</i>, pupils will demonstrate that they can ...</p> <ul style="list-style-type: none"> spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list. <p>Working <i>at the expected standard</i>, pupils will demonstrate that they can...</p> <ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.



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Intent, Implementation and Impact: English - Writing

	<p><i>In addition, pupils will be explicitly taught spelling knowledge and skills using the RWI Year 6 Spelling Programme and pupils continue to engage with the school's vocabulary project.</i></p>
<p><i>Handwriting</i></p>	<p><i>Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting as outlined in 'Penpals for Handwriting Years 5/6'.</i></p> <p><i>Children will be given opportunities to practise handwriting in conjunction with spellings.</i></p> <p><i>As they <u>work towards the standard</u>, pupils will demonstrate that they can ...</i></p> <ul style="list-style-type: none"><i>• write legibly.</i> <p><i>Working <u>at the expected standard</u>, pupils will demonstrate that they can...</i></p> <ul style="list-style-type: none"><i>• maintain legibility in joined handwriting when writing at speed.</i>