

Subject Handbook

English



St. John the Baptist
Catholic Primary School

Our English Curriculum

Intent



- At St. John the Baptist Catholic Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens.
- We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.
- We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts.
- We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.
- We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals.
- We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum.

Our English Curriculum



Implementation



- Our English curriculum is implemented using rich texts from the Literary Curriculum, chosen to enthuse and engage our children. Texts are carefully selected to link with the topics children are learning about and these are used as a springboard to inspire children to read and write.
- Our English curriculum provides many purposeful opportunities for reading, writing and discussion, with children being given the opportunity to write in short-burst and 'longer writes', spanning a variety of genres, with a sharp focus on purpose and audience.
- We aim for all of our children to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects.
- Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful.
- High-quality teaching and modelling of writing and thinking out loud are deployed as a bridge so the children can see inside an expert writer's thought process and intent.
- Lessons also focus on teaching specific spelling (through the SoundsWrite approach), grammar and punctuation skills, to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum.

Our English Curriculum

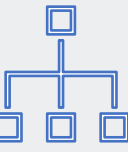
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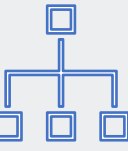
Children will leave St. John the Baptist Catholic Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They will have high aspirations and be confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.


We also have the following aims:

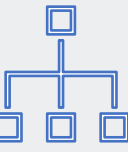
- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading.
- % of pupils working at ARE within each year group will be at least in line with national averages.
- % of pupils working at Greater Depth within each year group will increase year-on-year.
- There will be no significant gaps in the progress of different groups of pupils.



Reception	Outside Inside – Autumn 1			Knowing Yourself – Autumn 2		
Planning Sequence	 <i>Where the Wild Things Are</i> Maurice Sendak	 <i>Bringing the Rain to Kapiti Plain</i> Verma Aardema	 OR <i>Anansi</i> Gerald McDermott	 <i>Look up!</i> Nathan Bryon and Dapo Adeola	 <i>I am Henry Finch</i> Alexis Deacon	 OR <i>Halibut Jackson</i> David Lucas
Theme/Term	Talents & powers – Spring 1			Sowing a seed – Spring 2		
Planning Sequence	 <i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart	 <i>Little Red</i> Lynn Roberts and David Roberts	 OR <i>Super Milly and the Super School Day</i> Stephanie Clarkson	 <i>The Tiny Seed</i> Eric Carle	 <i>I Will Not Ever Never Eat a Tomato</i> Lauren Child	 OR <i>The Extraordinary Gardener</i> Sam Boughton
Theme/Term	Strength of mind – Summer 1			Family & friends – Summer 2		
Planning Sequence	 <i>Weirdo</i> Zadie Smith and Nick Laird	 <i>Hairy Maclary from Donaldson's Dairy</i> Lynley Dodd	 OR <i>The Night Pirates</i> Pete Harris and Deborah Allwright	 <i>So Much</i> Trish Cooke and Helen Oxenbury	 <i>Oh! Frog</i> Kes Gray and Jim Field	 OR <i>Izzy Glzma</i> Pip Jones



Year 1	Journeys & exploration – Autumn 1	Heroes & villains – Autumn 2
Planning Sequence/ Spelling Seed Text	 Cave Baby Julia Donaldson and Emily Gravett  OR Naughty Bus Jan Oke and Jerry Oke  Astro Girl Ken Wilson-Max  OR Sidney, Stella and the Moon Emma Yarlett	 I Want My Hat Back Jon Klassen  Billy and the Beast Nadia Shireen  OR Send for a Superhero Michael Rosen & Katharine McEwan
Theme/Term	Similarities & differences – Spring 1	Nature & environment – Spring 2
Planning Sequence/ Spelling Seed Text	 Beegu Alexis Deacon  The Odd Egg Emily Gravett  OR Leo and the Octopus Isabelle Marinov	 Stanley's Stick John Hegley and Neal Layton  Dinosaurs and all that Rubbish Michael Foreman  OR The Sea Saw Tom Percival
Theme/Term	Friendship & kindness – Summer 1	Imagination & creativity – Summer 2
Planning Sequence/ Spelling Seed Text	 Lost and Found Oliver Jeffers  Yeti and the Bird Nadia Shireen  OR Pig the Pug Aaron Blabey How to be a Dog Jo Williamson	 Iggy Peck, Architect Andrea Beatty and David Roberts  The Magic Bed John Burningham  OR Julian is a Mermaid Jessica Love
Year 2	A twist in the tale – Autumn 1	Creation & conservation – Autumn 2
Planning Sequence/ Spelling Seed Text	 Goldilocks and the Three Bears Lauren Child  Wolves Emily Gravett  OR Jim and the Beanstalk Raymond Briggs	 The Journey Home Frann Preston-Cannon  We Are Water Protectors Carole Lindstrom  OR House Held Up By Trees Ted Kooser
Literary Leaf Text	 The Spider and the Fly Mary Howitt and Tony DiTerlizzi  Cinderella An Art Deco Fairy Tale Lynn Roberts and David Roberts	 There's a Rang-Tan in my Bedroom James Sellick  Lost Species Jess French  The Magic and Mystery of Trees Jen Green
Theme/Term	Bravery vs. fear – Spring 1	Change & relationships – Spring 2
Planning Sequence/ Spelling Seed Text	 The Bear Under the Stairs Helen Cooper  The Minpins Roald Dahl  OR The Bear and the Piano David Litchfield	 The Owl and the Pussy-cat Edward Lear  Tadpole's Promise Jeanne Willis  OR If All the World Were... Joseph Coelho
Literary Leaf Text	 Rabbit and Bear by Julian Cough & Jim Field  A Book of Bears Katie Viggers  Hotel Flamingo Alex Milway	 Too Small Tola Atinuke  Fanatical about Frogs Owen Davey  The Magic Finger Roald Dahl
Theme/Term	Fictional Worlds & fantasy – Summer 1	Urban metropolis – Summer 2
Planning Sequence/ Spelling Seed Text	 The Dragon Machine Helen Ward  Ocean Meets Sky Eric Fan and Terry Fan  OR Tots in Space Mini Grey	 The Great Fire of London Emma Adams  Rosie Revere, Engineer Andrea Beatty  OR A Walk in London Salvatore Rubbino
Literary Leaf Text	 Eric Shaun Tan  Cakes in Space Philip Reeve  Ride-by-Nights Walter de la Mare	 Ada Twist and the Perilous Pantaloon Andrea Beatty  The Street Beneath my Feet Charlotte Guillian  Grimwood Nadia Shireen

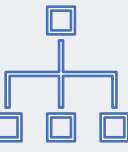


















































































































































Year 3		Magic & wonder – Autumn 1			
Planning Sequence/ Spelling Seed Text		Leon and the Place Between Angela McAllister		The Heart and the Bottle Oliver Jeffers	 OR The First Drawing Mordica Gerstein
Literary Leaf Text		The Lost Spells Robert MacFarlane		Arthur and the Golden Rope Joe Todd Stanton	
Theme/Term	Disaster, hope & healing – Spring 1				
Planning Sequence/ Spelling Seed Text		The Pied Piper of Hamelin Michael Morpurgo		Escape from Pompeii Christina Balit	 OR The Last Garden Rachel Ip
Literary Leaf Text		The Pied Piper of Hamelin Robert Browning		Earth Shattering Events Robin Jacobs	
Theme/Term	From mystery to discovery – Summer 1				
Planning Sequence/ Spelling Seed Text		The Mysteries of Harris Burdick Chris Van Allsburg		How to Live Forever Colin Thompson	 OR Flotsam David Wiesner
Literary Leaf Text		Mr Penguin and the Lost Treasure Alex T. Smith		I am the Seed that Grew the Tree Fiona Waters	

Year 4		Finding Freedom – Autumn 1			
Planning Sequence/ Spelling Seed Text		Tar Beach Faith Ringgold		Varmints Helen Ward	 OR The Mermaid of Zennor Charles Causley
Literary Leaf Text		UNDEFEATED Kwame Alexander		Zombiewella Joseph Coelho	
Theme/Term	Darkness & light – Spring 1				
Planning Sequence/ Spelling Seed Text		Winter's Child Angela McAllister		The Selfish Giant Oscar Wilde	 OR Cinnamon Neil Gaiman
Literary Leaf Text		The Firework Maker's Daughter Philip Pullman		Tamarind and the Star of Ishla Jasbinder Bilal	
Theme/Term	Exploration & discovery – Summer 1				
Planning Sequence/ Spelling Seed Text		Westlandia Paul Fleischman		OR Jonathan Swift's Gulliver Martin Jenkins	 The Story of Tutankhamun Patricia Cleveland-Peck
Literary Leaf Text		The Humans: Ancient civilisations Jonny Marx		The Polar Bear Explorers' Club Alex Bell	

		Dreams & curiosity – Autumn 2			
		The BFG Roald Dahl		The Tear Thief Carol Ann Duffy	 OR The Tin Forest Helen Ward
		The BFG Roald Dahl	 New and Collected Poems for Children Carol Ann Duffy		
		Overcoming adversity – Spring 2			
		Cloud Tea Monkeys Mai Peet & Elspeth Graham		OR Black Dog Levi Pinfold	 Cinderella of the Nile Beverley Naidoo
		Old Possum's Book of Practical Cats T. S. Eliot	 Africa, Amazing Africa Atinuke		
		Confidence & caution – Summer 2			
		Jim, A Cautionary Tale Hilaire Belloc		The Legend of Sally Jones Jakob Wegelius	 OR The Day I Swapped my Dad for Two Goldfish Neil Gaiman
		A Necklace of Raindrops Joan Aiken	 Fortunately, the Milk Neil Gaiman		

		Invention & innovation – Autumn 2			
		FAATHER Grahame Baker Smith		Until I Met Dudley Roger McGough and Chris Riddell	 OR The Iron Man Ted Hughes
		The Story of Flight Jakob Whitfields	 The Wild Robot Peter Brown		
		Taking courage – Spring 2			
		The Lion and the Unicorn Shirley Hughes		Odd and the Frost Giants Neil Gaiman	 OR The Matchbox Diary Paul Fleischman
		How Does a Lighthouse Work? Roman Belyaev		Viking Voyagers Jack Tate	 OR Letters from the Lighthouse Emma Carroll
		Different worlds – Summer 2			
		The Lion the Witch and the Wardrobe C. S. Lewis		Jabberwocky Lewis Carroll	 OR Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders
		The Lion the Witch and the Wardrobe C. S. Lewis	 Two Weeks with the Queen Morris Gleitzman		



The Literacy Tree		Suggested Curriculum Map – Whole School										The Literacy Curriculum	
Year 5		Ambition & desire – Autumn 1					Power vs. principles – Autumn 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													
Theme/Term		Belonging & equality – Spring 1					Legends & folklore – Spring 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													
Theme/Term		Lessons from history – Summer 1					Mystery & truth – Summer 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													
Year 6		Migration & movement – Autumn 1					Evolution & inheritance – Autumn 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													
Theme/Term		Enterprise & activism – Spring 1					Utopia vs. dystopia – Spring 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													
Theme/Term		Fate vs. free will – Summer 1					Crossing borders – Summer 2						
Planning Sequence/ Spelling Seed Text													
Literary Leaf Text													

Disciplinary Reading

Date:

Learning Objective: To create poetry using expanded noun phrases and figurative language.

O

P

E

Tramsø (Norway) experiences four distinct seasons, each with its own unique characteristics. The winter is glittering with snow-covered landscapes, polar nights, and mesmerizing northern lights display. When spring arrives, the days get longer, and the temperature rises. The long-lasting snow and many surrounding peaks make Tramsø and the region paradise for ski touring enthusiasts. The summer brings the midnight sun and 24-hour daylight, giving perfect opportunities for hiking and exploring the fjords, even in the middle of the night. Tramsø offers a diverse range of outdoor activities, city life and cultural events throughout the year, making it a captivating destination for all seasons.



V What does the word 'captivating' mean?

R What does summer bring in Tramsø?

I How does the author make Tramsø sound exciting?

Cross-Curricular

Using our English Curriculum, teachers will seek to take advantage of opportunities to make cross-curricular links, providing children with a variety of fiction and non-fiction books which closely link to the theme. The English curriculum has been carefully planned and selected to ensure children are exposed to a range of high-quality literature that focuses on a diverse range of topics and themes. With these links in mind, teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Reading lessons to other areas of the curriculum. This may include teacher modelling and shared reading activities.

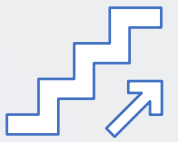
Black History Month

Supports pre-learning for Year 5 (Slavery)

Supporting pre-learning for Year 6 (WW2 P)

Year 5		Ambition & desire – Autumn 1			
Planning Sequence/ Spelling Seed Text				OR	
Literary Leaf Text					
Term 2		Belonging & equality – Spring 1			
Planning Sequence/ Spelling Seed Text			OR		
Literary Leaf Text					
Theme/Term		Lessons from history – Summer 1			
Planning Sequence/ Spelling Seed Text				OR	
Literary Leaf Text					
		Power vs. principles – Autumn 2			
				OR	
		Legends & folklore – Spring 2			
				OR	
		Mystery & truth – Summer 2			
				OR	

Vocabulary Progression



Year 3

Coverage:

Word List Words

important, interest, purpose, remember, special, though/although

Spelling Rules and Patterns

Possessive apostrophe with plural words

Selection of Vocabulary

Year 4

Coverage:

Word List Words

disappear, early, earth, enough, February

Spelling Rules and Patterns

Words ending with /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)

Adding suffixes beginning with vowel letters to words of more than one syllable

Year 5

Coverage:

Word List Words

achieve, controversy, prejudice, privilege, programme, relevant

Spelling Rules and Patterns

Endings which sound like /fəl/

Words ending in -ant, -ance/-ancy

Year 6

Coverage:

Word List Words

embarrass, queue, nuisance, foreign, conscious, prejudice, identity, guarantee

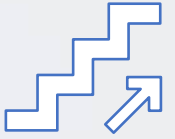
Spelling Rules and Patterns

Homophones and other words that are often confused

Words containing the suffix -ate, -ify, -en

Words ending with silent letters

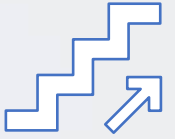
Progression of Skills



EYFS

Prime Area						Prime Area								
Communication and Language						Literacy								
Listening, Attention & Understanding			Speaking:			Comprehension			Word Reading			Writing		
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Make comments about what they have heard and ask questions to clarify their understanding;	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Anticipate – where appropriate – key events in stories;	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Say a sound for each letter in the alphabet and at least 10 digraphs;	Read words consistent with their phonic knowledge by sound-blending;	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed;	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Write simple phrases and sentences that can be read by others.

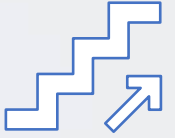
Progression of Skills



EYFS

SPECIFIC AREA:									SPECIFIC AREA:					
Understanding the World									Expressive Arts and Design					
Past and Present			People, Culture & Communities			The Natural World			Creating with Materials			Being Imaginative and Expressive		
Talk about the lives of the people around them and their roles in society;	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Share their creations, explaining the process they have used;	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher;	Sing a range of well-known nursery rhymes and songs;	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Progression of Skills



Word Reading

EYFS

Word Reading		
Say a sound for each letter in the alphabet and at least 10 digraphs;	Read words consistent with their phonic knowledge by sound-blending;	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Year 1

Word Reading								
Apply phonic knowledge and skills as the route to decode words	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read other words of more than one syllable that contain taught GPCs	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Re-read these books to build up their fluency and confidence in word reading.

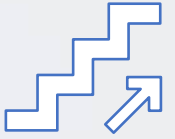
Year 2

Word Reading							
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read accurately words of two or more syllables that contain the same graphemes as above	Read words containing common suffixes	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re-read these books to build up their fluency and confidence in word reading

Year 3-6

Word Reading	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Progression of Skills



Grammar

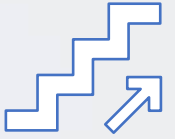
Year 1

Grammar Year 1										Grammar Year 2									
Regular plural noun suffixes -s or -es [for example, <i>dog</i> , <i>dogs</i> ; <i>visit</i> , <i>visits</i>], including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i>)	How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i>]	How words can combine to make sentences	Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters for names and for the personal pronoun <i>I</i>	Formation of nouns using suffixes such as <i>-ness</i> , <i>-or</i> and by compounding [for example, <i>white board</i> , <i>superman</i>]	Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i>	Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Year 2

Grammar Year 1								Grammar Year 2											
Regular plural noun suffixes -s or -es [for example, <i>dog</i> , <i>dogs</i> ; <i>visit</i> , <i>visits</i>], including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words [e.g. <i>helping</i> , <i>helped</i> , <i>helper</i>]	How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i>]	How words can combine to make sentences	Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters for names and for the personal pronoun <i>I</i>	Formation of nouns using suffixes such as <i>-ness</i> , <i>-or</i> and by compounding [for example, <i>white board</i> , <i>superman</i>]	Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i>	Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>)	Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>]	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Progression of Skills



Grammar

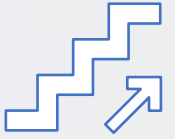
Year 3

Grammar Year 3								Grammar Year 4								
Formation of nouns using a range of prefixes [for example, super-, anti-, auto-]	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open bar</i>]	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>soluble</i> , <i>dissolve</i> , <i>insoluble</i>]	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Introduction to paragraphs as a way to group related material	Headings and sub-headings to aid presentation	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Introduction to inverted commas to punctuate direct speech	The grammatical difference between plural and possessive <i>-s</i>	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>]	Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news</i>]	Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech	Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>]	Use of comma fronted adverbials

Year 4

Grammar Year 3								Grammar Year 4								
Formation of nouns using a range of prefixes [for example, super-, anti-, auto-]	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open bar</i>]	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>soluble</i> , <i>dissolve</i> , <i>insoluble</i>]	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Introduction to paragraphs as a way to group related material	Headings and sub-headings to aid presentation	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Introduction to inverted commas to punctuate direct speech	The grammatical difference between plural and possessive <i>-s</i>	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)	Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news</i>]	Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech	Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>]	Use of comma fronted adverbials

Progression of Skills



Grammar

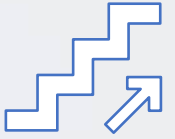
Grammar Year 5									Grammar Year 6									
Using expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes [for example, -ise, -ify]	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had</i> seen her before]	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	The difference between structures typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i> , <i>ask for</i> - <i>request</i> , <i>go in</i> - <i>enter</i>]	How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>]	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>I were they</i> to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]	Use of the colon to introduce a list and use of semi-colons within lists	Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity [for example, <i>man-eating shark</i> versus <i>non-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

Year 5

Year 6

Grammar Year 5										Grammar Year 6									
Using expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes [for example, -ise, -ise: -ise]	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, whose, that, or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	The difference between structures typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]	How words are related by meaning as synonyms and antonyms [for example, big, large, little]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or I were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Use of the colon to introduce a list and use of semi-colons within lists	Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity [for example, man-eating shark versus non-eating shark, or recover versus re-cover]	

Progression of Skills



Composition

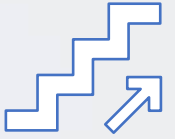
Year 1

Composition					
Write sentences by:					
Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2

Composition									
Develop positive attitudes towards and stamina for writing by:				Consider what they are going to write before beginning by:					
Writing narratives about personal experiences and those of others (real and fictional)	Writing about real events	Writing poetry	Writing for different purposes	Planning or saying out loud what they are going to write about	Writing down ideas and/or key words, including new vocabulary	Encapsulating what they want to say, sentence by sentence	Evaluating their writing with the teacher and other pupils	Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
									Read aloud what they have written with appropriate intonation to make the meaning clear.

Progression of Skills



Composition

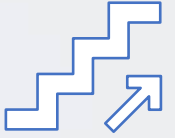
Year 3

Composition									
Plan their writing by:		Draft and write by:				Evaluate and edit by:			
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discussing and recording ideas	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Organising paragraphs around a theme	In narratives, creating settings, characters and plot	In non-narrative material, using simple organisational devices (for example, headings and sub-headings)	Assessing the effectiveness of their own and others' writing and suggesting improvements	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 4

Composition									
Plan their writing by:		Draft and write by:				Evaluate and edit by:			
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discussing and recording ideas	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Organising paragraphs around a theme	In narratives, creating settings, characters and plot	In non-narrative material, using simple organisational devices (for example, headings and sub-headings)	Assessing the effectiveness of their own and others' writing and suggesting improvements	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Progression of Skills



Composition

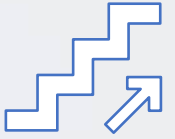
Year 5

Composition												
Plan their writing by:			Draft and write by:					Evaluate and edit by:				
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Noting and developing initial ideas, drawing on reading and research where necessary	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Précising longer passages	Using a wide range of devices to build cohesion within and across paragraphs	Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	Assessing the effectiveness of their own and others' writing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Ensuring the consistent and correct use of tense throughout a piece of writing	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
											Proof-read for spelling and punctuation errors	

Year 6

Composition												
Plan their writing by:			Draft and write by:					Evaluate and edit by:				
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Noting and developing initial ideas, drawing on reading and research where necessary	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Précising longer passages	Using a wide range of devices to build cohesion within and across paragraphs	Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	Assessing the effectiveness of their own and others' writing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Ensuring the consistent and correct use of tense throughout a piece of writing	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
											Proof-read for spelling and punctuation errors	

Coverage of Skills



Year 3

Writing Root Text	Leon and the Place Between	The Heart and the Bottle	The First Drawing	The BFG	The Barnabus Project	The Year Thief	The Tin Forest
Outcomes Fiction Non-fiction	Persuasive posters Reviews Setting descriptions Thought bubbles / diary entries Dialogue	Character descriptions Retellings	Imaginary scenarios Character descriptions Diary entries Recounts	Character descriptions Wanted posters Instructions Dream scenarios Diary entry recounts New Chapters Letters	Instructional writing Descriptions Advertisements Writing in role Letters of advice Dialogue	Diary entries Shared poem Persuasive posters Letters of explanation Discussion	Persuasive posters Information leaflets Postcards Diary entries Wishes Setting descriptions
Main outcome	Own version narrative	Own version narrative	Own version narrative	Own version narrative	Brochure	Newspaper article	Persuasive information leaflet
Audience / Form	Persuasive poster invite to the magic show Audience member review of the show Setting description inside the tent Conversation between the children Own version fantasy narrative	Character description of the girl Retelling of original story Story synopses Own version 'dilemma' narrative	Imaginary Stone Age scenarios Diary of a Stone Age boy Description of a woolly mammoth First person recount First person historical narrative	Character description of the giant Wanted poster for a giant Recipe instructions for 'Revolution Recipes' book Dream scenarios New chapter called 'The Plan' Letter to the BFG Own version 'child and giant' story	Description of 'perfect pets' Shop advert Thought bubble for Barnabus Diary entry as Barnabus / failed pet Escape plan instructions Letter of advice to the girl Brochure to advertise a new pet shop	Diary entry in role as the Year Thief Shared group / class poem Letter to the Year Thief from the girl Posters about importance of crying Letter of advice to the girl Newspaper article about stolen tears	Persuasive poster to encourage recycling Informative leaflet for getting rid of rubbish Postcard to offer advice to Old Man Diary entry in role as Old Man Wish to the Moon Setting description of forest Information leaflet about protecting the local environment
Purposes covered	Persuade Inform Describe Entertain	Describe Entertain	Reflect Describe Entertain	Recount Describe Persuade Entertain Inform	Describe Persuade Reflect Instruct	Recount Entertain Inform	Persuade Inform Reflect Describe
Word (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group	abstract nouns word classes vocab choices for effect modal verbs*	prefixes - un, mis, dis words ending -ous suffix -ness* adverbs with -ly	modal verbs* regular* / irregular plural nouns	word classes noun / verb / adjective choices for effect compound words* -sion / -cian / -tion suffix	types of nouns imperative verbs suffix -er	simile / metaphor	alliteration strength of adjectives
Sentence	range of sentence types* expanded noun phrases adverbs / adverbial phrases conditional sentences - if	questions* adverbs to sequence	subordination - because, as, since* conditional sentences - if / when noun phrases expanded with 'with'* fronted adverbials	adverbs / adverbial phrases similes with 'like' or 'as' commands* conditional sentences - if / when cause and effect conjunctions - because, as, whilst	adverbs of time expanded noun phrases prepositions range of sentence types* conjunctions - because / when adverbial phrases	noun phrases expanded with 'of' range of sentence types* conditional sentences - if conjunctions - because / when adverbial phrases	noun phrases* expanded noun phrases with 'with'* range of sentence types* adverbial phrases* subordinate clauses* although, whilst, because, since modal verbs* preposition phrases
Punctuation	intro to inverted commas question marks*	question marks*	exclamation marks* question marks* inverted commas for speech apostrophes for possession / omission*	begin to use commas after 'fronted adverbials'* inverted commas for speech	apostrophes for contraction* inverted commas for speech commas to mark clauses*	apostrophes for possession* begin to use commas after 'fronted adverbials'* inverted commas for speech	question marks* exclamation marks*
Text	pronouns for cohesion* consistent use of tense*	present perfect simple future paragraphs to group material	paragraphs to group material	headings - recipe writing paragraphs to group material consistent use of past tense	present perfect paragraphs to group material	present perfect tense bullet points to organise* paragraphs to group material	past perfect tense future tense - will paragraphs to group material headings

Year 6

Writing Root Text	The Arrival	Lella and the Blue Fox	Windrush Child	The Promise	Can We Save the Tiger?	The Last Bear	The Hidden Forest
Outcomes Fiction Non-fiction	Letters Character descriptions Diaries Short playscripts Short reports	Poetry Informal messages Formal letters Short information texts Diary entries Narrative / action scenes Twitter	Thought bubbles Informal letters Poems Diary entries Advice	Promises Non-chronological reports	Letters Explanations Persuasive posters Animal description Persuasive speeches Simple poems	Character profile Figurative descriptions Dialogue Monologue Logbook entry Scientific report	Artwork descriptions Thought bubbles Diary entries Research notes Non-chronological reports
Main outcome	Narrative retelling	Extended blog entry	Persuasive pitch	Sequel narrative	Discussion	Newspaper article	Balanced discussion
Audience / Form	Retelling sections of story Diary entry in role as little girl Poster to describe The New World Playscript for a scene Scenes with a flashback Leaflet for looking after a pet Retelling in third person (man's journey to another country)	Class poem about Miso Text message to Mona Formal letter to apply for expedition funding Information text about Arctic foxes Diary entry as Lella Description of ice rescue scene Dream scene Tweet to appeal for help Poem about Lella Extended blog entry - Lella's Life Lessons	Thought bubble in role Letter from Leonard to dad Diary entry in role as Leonard Advice to another child Informal speech to mother Persuasive pitch to the local council	Promise to make the world a better place Report about how to improve the local area Sequel to continue cyclical story	Letter to express an argument Persuasive poster to look after endangered animals Description of an animal Simple explanation about endangered animals Persuasive speech to save an endangered animal Simple poem based on the Tiger Discussion text about why animals are endangered	Logbook entry as April (multiple entries) Figurative description of the island Conversation between April and the bear Monologue in role as April Report about polar bears Newspaper article about April's mission	Blurb for a piece of artwork Thought bubble for Ben Diary entry in role as Ben Notes about giant help forests Non-chronological reports about giant help forests (in form of a letter) Balanced discussion about saving giant help forests
Purposes covered	Entertain Reflect Describe Inform	Entertain Persuade Inform Reflect Describe	Reflect Inform Persuade	Reflect Entertain Inform	Inform Persuade Explain Entertain	Recount Reflect Describe Entertain Inform	Describe Reflect Inform Discuss
Word (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group	effect of verb / adjective choices in context idioms	figurative language - personification, metaphor synonyms to avoid repetition	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech	un- / dis- / mis- / re- prefixes* synonyms / antonyms figurative language -tion / -ness / -ment suffixes*	dis- / de- / mis- over- / re- prefixes* figurative language vocabulary appropriate for formal speech	figurative language differences in formal / informal vocabulary emotive verbs / adjectives	effect of word choice emotive language
Sentence	modal verbs* subordinating conjunctions adverbial phrases* multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases	modal verbs* subordinating conjunctions adverbial phrases* multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases	contrasting / explanatory conjunctions modal verbs* range of sentence types* multi-clause sentences order of clauses relative clauses / pronouns* subjunctive mood*	modal verbs* range of expanded noun phrases* fronted adverbials* preposition phrases*	subjunctive form conditional sentences* multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases* modal verbs* question tags	conjunctions to justify* modal verbs* question tags role of adverbials passive voice fronted adverbials*	range of noun phrases* adverbs / adverbial phrases impact of modal verbs sentence order (phrases) for effect range of sentence types*
Punctuation	use of colons brackets for stage directions use of semi-colons inverted commas for speech*	commas to demarcate clauses single dash for emphasis	apostrophes for contractions* commas for clarity* bullet points to list information	commas after fronted adverbials* commas for clarity*	commas to demarcate clauses* parenthesis punctuation*	commas to avoid ambiguity dialogue punctuation apostrophes for contraction* use of single dash bullet points to list information	parenthesis punctuation*
Text	short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs	short sentences for effect internal paragraph structure layout devices - subheadings conjunctions / adverbials for cohesion	repetition for effect (poetry) wider range of cohesive devices	adverbials / tense choice for cohesion	short sentences for effect adverbial phrases for cohesion	repetition to link across paragraphs	adverbial phrases to link across paragraphs layout devices to organise rhetorical devices

Assessment



Formative Assessment: Teachers use formative assessment strategies to gather ongoing information about students' writing skills. This will include observations, discussions, and analysis of students' written work. Teachers will provide regular, constructive feedback to support students' progress.

Summative Assessment: At the end of each term, teachers will use the end point TAFs to make a summative assessment of each student's writing abilities. This assessment will be based on a range of writing tasks completed throughout the term, including narrative and non-fiction writing.

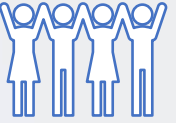
Moderation: Moderation will be carried out within the school, across the MAC and across the borough to ensure consistency and accuracy of assessment. Teachers will participate in moderation meetings, where they will discuss and assess a sample of students' work in order to accept and challenge assessments against the TAFs.

Record-Keeping: Assessment data will be recorded using Family Fisher Trust. This will allow us to monitor individual progress, track trends, and identify any areas where additional intervention may be required. Assessment records will be securely maintained and regularly reviewed.

Local Authority Teacher Moderation Framework at the end of Year 2 - Writing									
Working towards the expected national standard The pupil can, after discussion with the teacher:		SAMPLES							
		1	2	3	4	5	6		
• Write sentences that are sequenced to form a short narrative (real or fictional).									
• Demarcate some sentences with capital letters and full stops.									
• 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.*									
• 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 national standard The pupil can, after discussion with the teacher:									
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).									
• Write about real events, recording these simply and clearly.									
• Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.									
• Use present and past tense mostly correctly and consistently.									
• Use coordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.									
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.									
• Spell many common exception words.*									
• 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.									
Working at greater depth within the national standard The pupil can, after discussion with the teacher:									
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.									
• Make simple additions, revisions and proof-reading corrections to their own writing.									
• Use the punctuation taught at key stage 1 mostly correctly.*									
• Spell most common exception words.*									
• Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).*									
• Use the diagonal and horizontal strokes needed to join some letters.									

Local Authority Teacher Moderation Framework at the end of Year 6 - Writing									
Working towards the expected standard The pupil can:		SAMPLES							
		1	2	3	4	5	6		
• Write for a range of purposes.									
• Use paragraphs to organise ideas.									
• In narratives, describe settings and characters.									
• In non-fiction, use simple devices to structure writing and support the reader (eg headings, sub-headings, bullet points).									
• Use capital letters, full stops, commas for lists, question mark and apostrophe mostly correctly.									
• Spell most words from the Year 3/4 list and some from the Year 5/6 list.									
• Write legibly.									
Working at the expected standard The pupil can:									
• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion).									
• In narratives, describe settings, characters and atmosphere.									
• Integrate dialogue in narratives to convey character and advance action.									
• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility).									
• Use a range of devices to build cohesion (eg conjunctions, adverbials, pronouns, synonyms) within and across paragraphs.									
• Use verb tenses consistently and correctly throughout their writing.									
• Use the range of punctuation taught at key stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech).									
• Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambiguous vocabulary.									
• Maintain legibility in joined handwriting when writing at speed.									
Working at greater depth within the expected standard The pupil 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 (eg literary language, characterisation, structure).									
• Distinguish between the language of speech and writing and choose the appropriate register.									
• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
• Use the range of punctuation taught at key stage 2 correctly (eg semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									
• There are no additional statements for spelling and handwriting.									

Inclusion



Collaborative Learning: Collaborative learning activities, including Kagan structures, are embedded across English lessons. This enables students to learn from and with their peers, develop their communication and oracy skills, and benefit from the diverse experiences and perspectives within the classroom.

Use of Assistive Technology: We make effective use of assistive technology to support students with SEND, including text-to-speech software for reading support, voice recognition software for writing, and interactive whiteboards to enhance classroom engagement. This ensures that all students can access the curriculum and contribute to their learning.

Varied Resources: Teachers use a wide range of resources, including books, e-books, audio materials, visual aids, and online platforms to cater to different learning styles and abilities. This enables students to engage with literature and language in varied and meaningful ways, promoting inclusion and addressing individual needs.

Assessment for Learning: Regular formative assessment is embedded in English lessons to identify the strengths and areas for development of each student. Teachers provide timely feedback, set targets, and encourage self-reflection.

Cultural Diversity: Our English curriculum reflects the diverse cultures and backgrounds of the world. We incorporate diverse texts and use literature to explore different perspectives, challenge stereotypes, and celebrate the richness of our multicultural society. This promotes inclusivity, fosters empathy, and encourages tolerance and mutual respect.