|  |  |  |  |
| --- | --- | --- | --- |
| Otterton C of E Primary School  Writing Curriculum Statement EYFS–Year 6 | | | |
| Writing | | | |
| Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of ‘Talk for Writing’ and Babcock Texts that Teach, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!   * **A writer at our school will:** * Take pride in their writing and presentation * Reflect on the use of language to write with purpose and effect * Consider author voice and intent through shared, quality texts * Articulate and talk their writing confidently * Select vocabulary deliberately * Adjust writing appropriately to a range of genres and across the curriculum * Apply spelling, punctuation and grammar conventions accurately and independently * Respond effectively to feedback, co-construct and take ownership of writing targets * Take risks to write creatively | | | |
| **Vocabulary** | | | |
| Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. | | | |
| *English sequences*  English teaching is through the vehicle of Babcock’s Texts That Teach. Children follow a progression of writing where teaching builds on previously taught sequences. Texts are carefully and intentionally selected to meet the national curriculum objectives. Sequences are written to be engaging and designed to ‘hook’ pupils into learning with intentional activities and experiences. Writing for an audience and reason is a fundamental feature in our teaching sequences and final outcomes often have a focus on performance, audience and the prosody of language. Pupils start and end each sequence with an independent writing task to generate and then assess outcomes and individual targets.  Robust and sequential working walls to scaffold and support children’s writing, that clearly state outcomes and targets are ‘built’ collaboratively with the children during each sequence. | *Target setting*  At the start of each sequence children have year group learning outcomes that are built into each sequence. Additionally, children are given individual targets to address any specific targets outside of the year group outcomes. These are clear, individual writing targets and milestones that build skill and writing confidence. These are based on thorough and frequent elicitations, final write assessments, conferencing, assessing against sentence milestones and prior learning outcomes. | *Guided Writing (GW)*  Guided writing is the time where the teacher really gets to dig deep into different texts and move children’s learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes. Guided writing involves modelling sentence work to embed and reinforce year group specific skills. | *Shared writing (SW)*  Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse ‘writing as a reader’ so that they can ‘read as a writer’. Throughout each sequence, writers to have plenty of opportunities for shared writes and deliberate practise before they approach a final independent write at the end of each sequence. |
| *Vocabulary*  We use Beck’s tiered approach, alongside the Developing Vocabulary approach from Babcock, as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Key technical vocabulary is identified in teacher’s planning in every subject. Transferrable words are selected in each subject area through a process of teacher assessment. These transferrable words become target words during each sequence or unit of work in core and curriculum areas. They are taught directly and used purposefully by the children across the curriculum. | *Progression in editing*  We take a meticulous approach to drafting and editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way. Children are encouraged to edit against a non-negotiable year group list that evolves as the teaching progresses through each sequence and against specific sequence based and individual targets. Children are encouraged to revisit and upscale their work through deliberate changes of word choice. Following a final draft children conference with their teacher and get to dig deep into their writing allowing them to improve and refine their final write. | *Writing across the curriculum*  Opportunities for cross curricular writing are purposefully planned and closely linked to reflect the skills and genre of writing taught in literacy. These are evidenced on the writing progression charts. The expectation is that writing in other areas of the curriculum will maintain the standards expected in English books. | *Feedback and marking*  Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress at the draft stage of a final write in each sequence. Two independent writes a term are marked against EGG grids. Marking and feedback serves to provide specific skills to work on for writers to, ‘close the gap’ and to move their learning on. These skills are targeted through focused feedback and guided groups using a progression of ‘Key Sentence Milestones’ with assessment made against chosen End Points. |
| *SPaG*  Children are taught a progressive and robust programme of phonics, spelling, punctuation and grammar using Active Learn Phonics Bug, No Nonsense Spelling and No Nonsense Grammar.  Grammar is progressive, embedded in each sequence and based on the No Nonsense Strands.  Application of phonics is a key part of our phonics programme and assessed and monitored through KS1 and KS2.  Spelling from year 2 to 6 follows the No Nonsense Progression alongside targeted individual and year group spellings which are worked on daily and assessed regularly. | *Purpose for writing*  Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. We encourage a focus on performance and the prosody of language so children can develop variables of timing, phrasing, emphasis, and intonation as they present their work. | *Interventions/Greater Depth*  Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include pre and post teaching, small group targeted sessions, Nessy, precision teaching,Toe byToe and Trug and/or support relevant to achieve individual targets. Conferencing is used as a tool to support individual pupil progress with all children.  When GD children have already demonstrated secure understanding of an aspect, a short input on a concept or skill is given. This allows GD children more independence to plan their writing, begin their Practise Write, or use an extended writing task to apply the skill or concept being practised. | *Handwriting*  Handwriting is taught progressively to support the development of a joined, neat handwriting style. Children start their writing journey by learning how individual letters are formed in print and by practising the patterns and actions and activities needed to develop the correct muscles to write. Children progress to a cursive style when they are ready in KS1. Handwriting is taught alongside spellings to aid retention through muscle memory. |
| Assessment - in order to assess impact | | | |
| Children talk positively about writing; editing and improving confidently to achieve quality outcomes. | By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever growing vocabulary, grammatical patterns and ideas in their writing. | Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our ‘writing progression’ document support a structured approach to ensure that learning makes sense to pupils and builds on their skills. | Attainment is measured using the statutory tests in Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention. |
| Assessment evidence - a guide | | | |
| **EYFSP**  Termly writing moderation  Observations of writing behaviour including through Tapestry against assessment profiles.  Talking to pupils and parents.  Writing books/evidence  Assessment against sentence milestones and end points  Running records to assess fluency and accuracy.  Ongoing phonics assessments and checks for application and segmenting to spell. | **KS1**  Termly writing moderation  Statutory writing evidence for Year 2 SATS  Evidence gathering grids for moderation( Babcock EGG) and  2 independent writes per term  Assessment against sentence milestones and end points  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Phonics checks  Written responses to activities across the curriculum  Year 2 – spelling books and weekly tests. | **Years 3-5**  Termly writing moderation  Evidence gathering grids for moderation (Babcock EGG) and 2 independent writes per term  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  Assessment against sentence milestones and end points  English/writing books  Spelling books and weekly tests  Written responses to activities across the curriculum | **Year 6**  Termly writing moderation  Statutory writing evidence for Year 6 SATs  Evidence gathering grids for moderation (Babcock EGG) and 2 independent writes per term  Assessment against sentence milestones and end points  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Spelling books and weekly tests  Written responses to activities across the curriculum |

**Raleigh Hub Literacy Marking & Feedback Policy**

**RATIONALE**

The Education Endowment Fund suggests that effective Feedback can lead to an average of 8 months progress. This can take the form of marking, oral feedback and peer feedback. This can be varied by the teacher depending on the section of the sequence.

To ensure children make progress in Literacy and to ensure Teacher Workload is meaningful and manageable, Literacy sequences should be marked in the following way.

The following pens should be used to mark work:

**Green** – Teacher’s comments

**Purple** – Children – Editing, self-marking

**Black** – Teaching Assistant comments

* Elicitation Task – These should be marked and a target set alongside the child. This can be a personal target or one of the outcomes from the sequence itself. This should be achieved by the end of the sequence. Ensure targets are specific and measurable.
* Sequence marking – Two pieces (as minimum) of writing should be marked throughout the sequence with a focus on the specific targets and referring to year group EGG grids. These should be the most suitable for the child and their target.
* One independent piece of writing (draft final write) in a sequence should be marked against and recorded on the EGG grids to assess progress towards year group expectations.
* Draft final piece – This can be edited by the child using a purple pen along with the success criteria and some feedback from the teacher or peers.
* Final piece – This needs to marked against the sequence success criteria and the child’s target set at the beginning of the sequence.

Babcock Example and Evidence Grids (EGG) can be found here:

[Babcock LDP - assessment](https://www.babcockldp.co.uk/improving-schools-settings/english/assessment/assessment-of-writing)

MARCH 2021

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year A**  **Year 5/6** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression Core text with outcomes** | **The Day the Crayons Quit**  ***Fiction***  **Key Outcome:**  To tell a story through a series of letters. | **Wheels, cars, cogs and carousels**  ***Non-Fiction***  **Key Outcome:**  To write an information text about a man-made object that has changed over times. | **Beasties**  ***Fiction***  **Key Outcome:**  To write a Beastie style story to go in a class book in no more than ten sentences. | **Bethlehem**  **Carol Ann Duffy**  ***Poetry***  **Key Outcome:**  To write a poem describing a special place or events. | **Everest**  ***Non-Fiction***  **Key Outcome:**  To write one or more sections to contribute to a class book that provides information about different aspects of a very special place, e.g. one being studied in another curriculum area. | **Dragonology**  ***Non-Fiction***  **Key Outcome:**  To write an ‘ology’ book about an area of personal interest | **Straw into Gold**  ***Fiction***  **Key Outcome:**  To retell a fairy tale from a different perspective | **Science in a flash series: Rocks**  ***Non-Fiction***  **Key Outcome:**  Write own version of two of the double-page spreads in the book: • What are sedimentary rocks? • What are fossils? | **Kensuke’s Kingdom**  ***Fiction***  **Key Outcome:**  To write an extended story based on Chapter 4 | **Fantastically great women who changed the world. *Non-Fiction***  **Key Outcome:**  To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements | **Ask Dr K Fisher about Animals**  ***Non-Fiction***  **Key Outcome:**  To write a letter to an agony aunt/uncle and a reply | **Flood**  ***Fiction***  **Key Outcome:**  To write diary entries for the story of *Flood* |
| **Vocabulary linked to core texts** | Beige  Stubby  Gorgeous  Career  Whiner  Unused  Fabulous  Embarrassed |  |  | Prowl  Roam  Scorched  Bleached  Sleek  Scent  Dappled  Shrouded  Lounge  regal |  |  |  |  |  |  |  | Devastation  Destruction  Anticipation Preparation  Despair  Community  Rebuild |
| **Links to Wider Curriculum** | Science and Geography - biomes and Amazing America | | | | Science - Non-fiction report on Space  RE - Poetry | | | | History - Victorians  Diary writing for Residential  Jigsaw – women in science | | | |
| **Overview** | **Amazing Americas/Biomes** | | | | **In a land before time** | | | | **The Victorians** | | | |
| **Independent purposeful writing outcomes** |  | | Information texts about biomes. | | Write a description of a planet in no more than ten sentences. | | Write a poem about Easter story in RE, in the style of Bethlehem. | | Write letters from Victorian times. | | Biographies on a Victorian person. | |
| **Grammar skills** | **Strand 1- Sentences**  1b. Coordination and subordination  Use of the semi- colon, colon and dash to mark the boundary between independent **clauses** (for example, *It’s raining; I’m fed up*).  semi-colon  colon dash  Use of commas to clarify meaning or avoid **ambiguity**.  ambiguity  **Brackets**, **dashes** or commas to indicate **parenthesis**.  parenthesis  bracket  dash  The difference between structures typical of informal and formal speech, and writing.  1c. Sentence types  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?*). | | **Strand 2- Noun Phrases**  **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun.  Use of commas to clarify meaning or avoid ambiguity.  How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*).  relative pronoun  relative clause  subject  object  synonym  antonym  cohesion  How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*).  hyphen  (Although *hyphen* is terminology in Y6, this punctuation mark will be used  in word work and writing from Y2 onwards). | | **Strand 3: Adverbials**  Indicating degrees of possibility using adverbs (for example, perhaps, surely).  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).  Linking ideas across paragraphs using  a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence).  cohesion | | **Strand 4: Verbs**  Indicating degrees of possibility using modal verbs (for example, might, should, will, must).  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).)  Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise;  -ify).  Verb prefixes (for example, dis-, de-, mis-, over- and re-).  modal verb  active passive subjunctive  cohesion  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request;  go in – enter).  Linking ideas across paragraphs using tense choices (for example, he had seen her before).  Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. | | **Strand 6: Cohesion**  Devices to build cohesion within a paragraph (for  example, then, after that, this, firstly)  (Link with teaching of adverbials.)  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). (Link with teaching of adverbials  and verbs.)  How words are related by meaning as synonyms and antonyms (for example, big, large, little).  (Link with teaching of noun/noun phrases.)  Synonym  antonym  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.  (Link with various strands and also to be taught in teaching and  learning sequences.)  Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).  (To be taught through teaching and learning sequences.)  cohesion | | Strand 7: Punctuation  Sentence demarcation  Punctuating simple, compound and complex sentences accurately.  Commas  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  (Link with teaching of various strands.)  parenthesis  bracket  dash  ambiguity  Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.  Apostrophes for contraction  Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.  Apostrophes for possession.  Consolidate use of apostrophes for possession.  Speech  Consolidate using speech punctuation and layout correctly.  Other Punctuation  Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text).  (To be taught through teaching and learning sequences)  bullet point  Use of the semi-colon, colon and dash to mark the boundary between independent  clauses (for example, It’s raining; I’m fed up).  (Link with teaching of co-ordination and subordination.)  semi-colon colon dash  Use of the colon to introduce a list and use of semi-colons within lists.  (To be taught through teaching and learning sequences.)  colon  semi-colon  Punctuation of bullet points to list information.  (To be taught through teaching and learning sequences.)  bullet point  How hyphens can be used to avoid ambiguity (for example, man eating shark versus  man-eating shark, or recover versus re-cover).  (Link with teaching of noun/noun phrases.)  hyphen | |
| Grammar and punctuation  No Nonsense Grammar | p47-51 | | P52-56 | | P57-59 | | P60-69 | |  | |  | |
| Spelling and Punctuation  No Nonsense spelling  (Year 5 Spellings) | Teach  Words with the letter string ‘ough’  Teach  Words with ‘silent’ letters  Teach  Use of spelling journals for etymology  Teach  Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) | | Revise/Teach  From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’  Revise  From previous years: apostrophe for contraction and possession  Teach  Use of the hyphen  Teach  Proofreading, focusing on checking words from personal lists  Teach  Using a dictionary to support learning word roots, derivations and spelling patterns  Practise  Using dictionaries to create word webs | | Teach  Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)  Revise/Teach  Using spelling journals for etymology  Teach  Words ending in ‘-ably’ and ‘-ibly’  Teach  Homophones (led/lead, steel/steal, alter/altar) | | Teach  Proofreading: checking from another source after writing  Revise  Building words from root words  Revise  Homophones  Teach  Words with the /i:/ sound spelt ‘ei’  Teach  ‘ei’ and ‘ie’ words | | Teach  Strategies at the point of writing: using etymological/ morphological strategies for spelling  Teach  Using spelling journals for etymology  Teach  Proofreading for words on statutory list  Teach  Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) | | Teach  Proofreading: use of dictionary to check words referring to first three or four letters  Revise  Strategies for learning words: problem suffixes  Revise/Practise Homophones  Revise  Spelling aspects from Year 5 that are not secure | |
| Spelling and Punctuation  No Nonsense spelling  (Year 6 Spellings) | Revise  Strategies for learning words: words from statutory and personal spelling lists  Revise  Words ending ‘-able’/  ‘-ably’, and ‘-ible’/‘-ibly’  Teach  Adding suffixes beginning with vowels to words ending in ‘-fer’  Practise  SATS practice  Teach  Proofreading in smaller chunks (sentences, paragraphs) | | Learn  Homophones (‘ce’/‘se’)  Teach  Endings that sound like  /ʃəs/ spelt ‘-cious’ or ‘-tious’ | | Revise  Words with ‘ough’ letter string  Teach  Words ending ‘-cial’ and ‘-tial’  Teach  Proofreading someone else’s writing  Revise  Generating words from  prefixes | | Teach  Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)  Revise  Homophones covered in KS2  Practise  Proofreading  Revise  Generating words from  prefixes and roots | | Teach  Strategies for learning words: rare GPCs from statutory word list  Teach  Words ending in ‘ant’, ‘-ance and ‘-ancy’  Teach  Proofreading own writing independently  Revise  Root words and meaning | | Teach  Words ending ‘-ent’, ‘-ence’ and ‘-ency’  Teach  Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)  Learn  Strategies for learning words: commonly misspelt homophones | |
| Handwriting | All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website.  All pupils to use a handwriting pen.  8mm lined books used to support writing.  Handwriting to be implicitly taught at least once a week using handwriting books. | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year A**  **Year 3 / 4** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression Core text with outcomes** | **The Day the Crayons Quit**  ***Fiction***  **Key Outcome:**  To tell a story through a series of letters. | **Wheels, cars, cogs and carousels**  ***Non-Fiction***  **Key Outcome:**  To write an information text about a man-made object that has changed over times. | **Beasties**  ***Fiction***  **Key Outcome:**  To write a poem describing a special place or events. | **Bethlehem**  **Carol Ann Duffy**  ***Poetry***  **Key Outcome:**  To write a poem describing a special place or events.landscapes | **Everest**  ***Non-Fiction***  **Key Outcome:**  To write one or more sections to contribute to a class book that provides information about different aspects of a very special place, e.g. one being studied in another curriculum area. | **Dragonology**  ***Non-Fiction***  **Key Outcome:**  To write an ‘ology’ book about an area of personal interest | **Straw into Gold**  ***Fiction***  **Key Outcome:**  To retell a fairy tale from a different perspective | **Science in a flash series: Rocks**  ***Non-Fiction***  **Key Outcome:**  Write own version of two of the double-page spreads in the book: • What are sedimentary rocks? • What are fossils? | **Kensuke’s Kingdom**  ***Fiction***  **Key Outcome:**  To write an extended story based on Chapter 4 | **Fantastically great women who changed the world. *Non-Fiction***  **Key Outcome:**  To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements | **Ask Dr K Fisher about Animals**  ***Non-Fiction***  **Key Outcome:**  To write a letter to an agony aunt/uncle and a reply | **Flood**  ***Fiction***  **Key Outcome:**  To write diary entries for the story of *Flood* |
| **Vocabulary linked to core texts** | Beige  Stubby  Gorgeous  Career  Whiner  Unused  Fabulous  Embarrassed |  |  | Prowl  Roam  Scorched  Bleached  Sleek  Scent  Dappled  Shrouded  Lounge  regal |  |  |  |  |  |  |  | Devastation  Destruction  Anticipation Preparation  Despair  Community  Rebuild |
| Links to Wider Curriculum | Science and Geography - biomes and Amazing America | | | | Science - Non-fiction report on Space  RE - Poetry | | | | History - Victorians  Diary writing for Residential  Jigsaw – women in science | | | |
| Overview | **Amazing Americas/Biomes** | | | | **In a land before time** | | | | **The Victorians** | | | |
| Independent purposeful writing outcomes |  | | Information texts about biomes. | | Write a description of a planet in no more than ten sentences. | | Write a poem about Easter story in RE, in the style of Bethlehem. | | Write letters from Victorian times. | | Biographies on a Victorian person. | |
| **Grammar skills** | Strand 1- Sentences  1b. Coordination and subordination  Expressing time, place and cause using **conjunctions** (for example, *when*, *before*, *after*, *while*, *so*, *because*).  conjunction clause  subordinate clause  Use of commas after **fronted adverbials** (where these are fronted adverbial clauses).  1c. Sentence types  Introduction to inverted commas to **punctuate** direct speech.  direct speech  inverted commas  (or speech marks) | | Strand 2- Noun Phrases  Formation of **nouns** using a range of **prefixes** (for example *super-*, *anti-*, *auto-*).  **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*).  word family  Use of the **forms** *a* or *an* according to whether the next **word** begins with  a **consonant** or a **vowel** (for example, ***a*** *rock*, ***an*** *open box*).  The grammatical difference between **plural** and **possessive** *-s*.  Noun phrases expanded by the addition of  modifying adjectives, nouns and prepositional phrases (for example, the teacher expanded to the strict maths teacher with curly hair).  determiner pronoun  possessive pronoun preposition  prefix consonant vowel  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  pronoun  possessive pronoun | | Strand 3: Adverbials  Expressing time, place and cause using **adverbs** (for example, *then*, *next*, *soon*, *therefore*),  or **prepositions** (for example, *before*, *after*, *during*, *in*, *because of*).  **Fronted adverbials** (*for example*, *Later that day, I heard the bad news*.)  adverb preposition adverbial | | Strand 4: Verbs  Use of the **present perfect** form of **verbs** instead of the simple past (*for* example, *He has gone out to play* contrasted  with *He went out to play*).  present perfect  Standard English forms for verb inflections, instead of local spoken forms (for example, *we were* instead  of *we was*, or *I did*  instead of *I done*). | | Strand 6: Cohesion  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition.  (Link with teaching of noun/noun phrases.)  pronoun  possessive pronoun  Introduction to paragraphs as a way to group  related material.  Headings and sub- headings to aid presentation.  Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.) | | Strand 7: Punctuation  Sentence demarcation  Continue encouraging demarcation of sentences accurately  throughout, using capital letters, full stops, question marks and exclamation marks.  Commas  Use of commas after  fronted adverbials  Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials.  Apostrophes for contraction  Consolidate use of apostrophes for contraction  Apostrophes for possession.  Apostrophes to mark singular and plural possession (for example, the girl’s name, the girls’ names).  Speech  Use of inverted commas and other punctuation to indicate direct speech (for  example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, ‘Sit down!’)  direct speech  speech marks | |
| Grammar and punctuation  No Nonsense Grammar | p47-53 | | P54-60 | | P61-67 | | P68-70 | | P54 (nouns and pronouns)  No lessons in NNG that link to paragraphs or layout- teach through a text. | |  | |
| Spelling and Punctuation  No Nonsense spelling  (Year 3 Spellings) | Revise  Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)  Revise  prefix un-’  Teach prefix ‘dis-’  (*disappoint, disagree, disobey*)  Revise  From Year 2: Apostrophes for contractions  Teach  Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)  Teach  Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) | | Revise  Statutory words learnt last half term  Strategies at the point of writing: Have a go  Revise  Homophones  Revise Year 2 prefixes and suffixes  Teach  Prefixes ‘mis-’ and ‘re-’  Teach  The /ɪ/ sound spelt ‘y’  Teach  Proofreading  Teach  Words ending with the  /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin) | | Revise  From Year 2: suffixes  ‘-ness’ and ‘-ful’ following a consonant  Teach  Prefixes ‘sub-’ and ‘tele-’  Practise  From Year 2: apostrophe for contraction  Teach  Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’)  Revise/Teach  Revise suffixes ‘-ness’ and ‘-ful’  Teach  suffixes ‘-less’ and ‘-ly’ | | Teach  Prefixes ‘super-’ and ‘auto-’  Teach  Strategies at the point of writing: homophones  Revise Proofreading  Teach  Words with the /k/ sound  spelt ‘ch’ (Greek in origin) | | Revise  Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,  ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)  Teach  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’  Revise  From Year 2: Apostrophes for contractions  Teach  Rare GPCs (/ɪ/ sound)  Revise  From Years 1 and 2: vowel digraphs | | Revise  Strategies at the point of writing: Have a go Spellings learnt in the last half term  Teach  The /ʌ/ sound spelt ‘ou’  Teach  Homophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)  Teach  Proofreading | |
| Spelling and Punctuation  No Nonsense spelling  (Year 4 Spellings) | Revise  Strategies for learning words: words from statutory and personal spelling lists  Teach  Words ending /ʒə/  Teach  Year 2: possessive apostrophe with singular proper nouns  Teach:  Homophones | | Revise  Strategies for learning words: words from statutory and personal spelling lists  Teach  Proofreading  Teach  Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’  Revise  Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’  Teach  Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) | | Teach  The /g/ sound spelt ‘gu’  Teach  Words with endings sounding like /tʃə/ spelt ‘-ture’  Teach  Possessive apostrophe with plurals  Teach  Homophones (*scene/seen, mail/male, bawl/ball*)  Learn  Strategies for learning words: words from statutory and personal spelling lists | | Assess  Statutory spellings learnt so far  Teach:  Proofreading  Teach  Prefixes ‘anti-’ and ‘inter-’  Teach  Endings that sound like  /ʃən/ spelt ‘-cian’, ‘-sion’,  ‘-tion’ and ‘-ssion’  Practise  Strategies for learning words: words from statutory and personal spelling lists  Revise  Spellings taught so far | | Teach  Words with the /s/ sound  spelt ‘sc’ (Latin in origin)  Learn  Strategies for learning words: words from statutory and personal spelling lists  Strategies at the point of writing: Have a go  Teach  Endings that sound like  /ʒən/ spelt ‘sion’  Revise  Apostrophes for possession, including singular and plural  Teach  Homophones  Revise  Statutory words learnt during the year | | Teach  Suffix ‘-ous’  Practise  Proofreading  Revise  Prefixes ‘un-’, ‘dis-’, ‘in-’,  ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’  Learn  Strategies for learning words: words from statutory and personal spelling lists  Teach  Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’  Assess  Words learnt so far | |
| Handwriting | All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website.  All pupils to use a handwriting pen in Year 4. When the children in Year 3 are ready, they can use a pen.  8mm lined books used to support writing.  Handwriting to be implicitly taught at least once a week using handwriting books. | | | | | | | | | | | |