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|   Otterton C of E Primary SchoolWriting 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
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| **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 moderationObservations of writing behaviour including through Tapestry against assessment profiles.Talking to pupils and parents.Writing books/evidenceAssessment against sentence milestones and end pointsRunning records to assess fluency and accuracy.Ongoing phonics assessments and checks for application and segmenting to spell. | **KS1**Termly writing moderationStatutory writing evidence for Year 2 SATS Evidence gathering grids for moderation( Babcock EGG) and 2 independent writes per termAssessment against sentence milestones and end pointsSIMs – in-house data and pupil progress trackingTeacher assessment - observations of writing behaviour and discussionEnglish/writing booksPhonics checksWritten responses to activities across the curriculumYear 2 – spelling books and weekly tests. | **Years 3-5**Termly writing moderationEvidence gathering grids for moderation (Babcock EGG) and 2 independent writes per termSIMs – in-house data and pupil progress trackingTeacher assessment - observations of writing behaviour and discussionAssessment against sentence milestones and end pointsEnglish/writing booksSpelling books and weekly testsWritten responses to activities across the curriculum  | **Year 6** Termly writing moderationStatutory writing evidence for Year 6 SATs Evidence gathering grids for moderation (Babcock EGG) and 2 independent writes per termAssessment against sentence milestones and end pointsSIMs – in-house data and pupil progress trackingTeacher assessment - observations of writing behaviour and discussionEnglish/writing booksSpelling books and weekly testsWritten 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

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| **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**  | BeigeStubbyGorgeousCareerWhinerUnusedFabulousEmbarrassed  |  |  | ProwlRoamScorchedBleachedSleekScentDappledShroudedLoungeregal |  |  |  |  |  |  |  | DevastationDestructionAnticipation PreparationDespairCommunityRebuild |
| **Links to Wider Curriculum** | Science and Geography - biomes and Amazing America | Science - Non-fiction report on SpaceRE - Poetry | History - VictoriansDiary writing for ResidentialJigsaw – 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 subordinationUse 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 dashUse of commas to clarify meaning or avoid **ambiguity**.ambiguity**Brackets**, **dashes** or commas to indicate **parenthesis**.parenthesis bracket dashThe difference between structures typical of informal and formal speech, and writing.1c. Sentence typesThe difference between structures typical ofinformal 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 subjectobject synonym antonym cohesionHow 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 usedin 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 (forexample, 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 usinga 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 ina 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 cohesionThe 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 (forexample, 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 (forexample, secondly) or tense choices (for example, he had seen her before). (Link with teaching of adverbialsand verbs.)How words are related by meaning as synonyms and antonyms (for example, big, large, little).(Link with teaching of noun/noun phrases.)SynonymantonymLinking ideas across paragraphs usinga 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 andlearning 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: PunctuationSentence demarcationPunctuating simple, compound and complex sentences accurately.CommasBrackets, dashes or commas to indicate parenthesis.Use of commas to clarify meaning or avoid ambiguity.(Link with teaching of various strands.)parenthesis bracket dash ambiguityContinue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.Apostrophes for contractionConsolidate 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.SpeechConsolidate using speech punctuation and layout correctly.Other PunctuationLayout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text).(To be taught through teaching and learning sequences)bullet pointUse of the semi-colon, colon and dash to mark the boundary between independentclauses (for example, It’s raining; I’m fed up).(Link with teaching of co-ordination and subordination.)semi-colon colon dashUse of the colon to introduce a list and use of semi-colons within lists.(To be taught through teaching and learning sequences.)colonsemi-colonPunctuation of bullet points to list information.(To be taught through teaching and learning sequences.)bullet pointHow hyphens can be used to avoid ambiguity (for example, man eating shark versusman-eating shark, or recover versus re-cover).(Link with teaching of noun/noun phrases.)hyphen |
| Grammar and punctuationNo Nonsense Grammar | p47-51 | P52-56 | P57-59 | P60-69 |  |  |
| Spelling and PunctuationNo Nonsense spelling(Year 5 Spellings) | TeachWords with the letter string ‘ough’TeachWords with ‘silent’ letters TeachUse of spelling journals for etymology TeachHomophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) | Revise/TeachFrom previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’ReviseFrom previous years: apostrophe for contraction and possession TeachUse of the hyphenTeachProofreading, focusing on checking words from personal lists TeachUsing a dictionary to support learning word roots, derivations and spelling patternsPractiseUsing dictionaries to create word webs | TeachRare GPCs (bruise, guarantee, immediately, vehicle, yacht)Revise/TeachUsing spelling journals for etymologyTeachWords ending in ‘-ably’ and ‘-ibly’TeachHomophones (led/lead, steel/steal, alter/altar) | TeachProofreading: checking from another source after writingReviseBuilding words from root wordsRevise HomophonesTeachWords with the /i:/ sound spelt ‘ei’Teach‘ei’ and ‘ie’ words | TeachStrategies at the point of writing: using etymological/ morphological strategies for spellingTeachUsing spelling journals for etymologyTeachProofreading for words on statutory listTeachHomophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) | TeachProofreading: use of dictionary to check words referring to first three or four lettersReviseStrategies for learning words: problem suffixesRevise/Practise HomophonesReviseSpelling aspects from Year 5 that are not secure |
| Spelling and PunctuationNo Nonsense spelling(Year 6 Spellings) | ReviseStrategies for learning words: words from statutory and personal spelling listsReviseWords ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’TeachAdding suffixes beginning with vowels to words ending in ‘-fer’PractiseSATS practiceTeachProofreading in smaller chunks (sentences, paragraphs) | LearnHomophones (‘ce’/‘se’)TeachEndings that sound like/ʃəs/ spelt ‘-cious’ or ‘-tious’ | ReviseWords with ‘ough’ letter stringTeachWords ending ‘-cial’ and ‘-tial’TeachProofreading someone else’s writingReviseGenerating words fromprefixes | TeachHomophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)ReviseHomophones covered in KS2PractiseProofreadingReviseGenerating words fromprefixes and roots | TeachStrategies for learning words: rare GPCs from statutory word listTeachWords ending in ‘ant’, ‘-ance and ‘-ancy’TeachProofreading own writing independentlyReviseRoot words and meaning | TeachWords ending ‘-ent’, ‘-ence’ and ‘-ency’TeachHomophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)LearnStrategies 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. |

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| **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* |
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| Links to Wider Curriculum | Science and Geography - biomes and Amazing America | Science - Non-fiction report on SpaceRE - Poetry | History - VictoriansDiary writing for ResidentialJigsaw – 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- Sentences1b. Coordination and subordinationExpressing time, place and cause using **conjunctions** (for example, *when*, *before*, *after*, *while*, *so*, *because*).conjunction clausesubordinate clauseUse of commas after **fronted adverbials** (where these are fronted adverbial clauses).1c. Sentence typesIntroduction to inverted commas to **punctuate** direct speech.direct speechinverted commas(or speech marks) | Strand 2- Noun PhrasesFormation 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 familyUse of the **forms** *a* or *an* according to whether the next **word** begins witha **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 ofmodifying adjectives, nouns and prepositional phrases (for example, the teacher expanded to the strict maths teacher with curly hair).determiner pronounpossessive pronoun prepositionprefix consonant vowelAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.pronounpossessive pronoun | Strand 3: AdverbialsExpressing 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: VerbsUse of the **present perfect** form of **verbs** instead of the simple past (*for* example, *He has gone out to play* contrastedwith *He went out to play*).present perfectStandard English forms for verb inflections, instead of local spoken forms (for example, *we were* insteadof *we was*, or *I did*instead of *I done*). | Strand 6: CohesionAppropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition.(Link with teaching of noun/noun phrases.)pronounpossessive pronounIntroduction to paragraphs as a way to grouprelated 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: PunctuationSentence demarcationContinue encouraging demarcation of sentences accuratelythroughout, using capital letters, full stops, question marks and exclamation marks.CommasUse of commas afterfronted adverbialsContinue teaching of using commas to separate items in a list and extend this to work on lists of adverbials.Apostrophes for contractionConsolidate use of apostrophes for contractionApostrophes for possession.Apostrophes to mark singular and plural possession (for example, the girl’s name, the girls’ names).SpeechUse of inverted commas and other punctuation to indicate direct speech (forexample, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, ‘Sit down!’)direct speechspeech marks |
| Grammar and punctuationNo 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 PunctuationNo Nonsense spelling(Year 3 Spellings) | ReviseSuffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)Reviseprefix un-’Teach prefix ‘dis-’(*disappoint, disagree, disobey*)ReviseFrom Year 2: Apostrophes for contractionsTeachRarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)TeachHomophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) | ReviseStatutory words learnt last half termStrategies at the point of writing: Have a goReviseHomophonesRevise Year 2 prefixes and suffixesTeachPrefixes ‘mis-’ and ‘re-’TeachThe /ɪ/ sound spelt ‘y’TeachProofreadingTeachWords ending with the/g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin) | ReviseFrom Year 2: suffixes‘-ness’ and ‘-ful’ following a consonantTeachPrefixes ‘sub-’ and ‘tele-’PractiseFrom Year 2: apostrophe for contractionTeachWords with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’)Revise/TeachRevise suffixes ‘-ness’ and ‘-ful’Teachsuffixes ‘-less’ and ‘-ly’ | TeachPrefixes ‘super-’ and ‘auto-’TeachStrategies at the point of writing: homophonesRevise ProofreadingTeachWords with the /k/ soundspelt ‘ch’ (Greek in origin) | RevisePreviously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)TeachSuffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ReviseFrom Year 2: Apostrophes for contractionsTeachRare GPCs (/ɪ/ sound)ReviseFrom Years 1 and 2: vowel digraphs | ReviseStrategies at the point of writing: Have a go Spellings learnt in the last half termTeachThe /ʌ/ sound spelt ‘ou’TeachHomophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)TeachProofreading |
| Spelling and PunctuationNo Nonsense spelling(Year 4 Spellings) | ReviseStrategies for learning words: words from statutory and personal spelling listsTeachWords ending /ʒə/TeachYear 2: possessive apostrophe with singular proper nounsTeach:Homophones | ReviseStrategies for learning words: words from statutory and personal spelling listsTeachProofreadingTeachPrefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ReviseWords with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’TeachAdding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) | TeachThe /g/ sound spelt ‘gu’TeachWords with endings sounding like /tʃə/ spelt ‘-ture’TeachPossessive apostrophe with pluralsTeachHomophones (*scene/seen, mail/male, bawl/ball*)LearnStrategies for learning words: words from statutory and personal spelling lists | AssessStatutory spellings learnt so farTeach:ProofreadingTeachPrefixes ‘anti-’ and ‘inter-’TeachEndings that sound like/ʃən/ spelt ‘-cian’, ‘-sion’,‘-tion’ and ‘-ssion’PractiseStrategies for learning words: words from statutory and personal spelling listsReviseSpellings taught so far | TeachWords with the /s/ soundspelt ‘sc’ (Latin in origin)LearnStrategies for learning words: words from statutory and personal spelling listsStrategies at the point of writing: Have a goTeachEndings that sound like/ʒən/ spelt ‘sion’ReviseApostrophes for possession, including singular and pluralTeachHomophonesReviseStatutory words learnt during the year | TeachSuffix ‘-ous’PractiseProofreadingRevisePrefixes ‘un-’, ‘dis-’, ‘in-’,‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’LearnStrategies for learning words: words from statutory and personal spelling listsTeachSuffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’AssessWords 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. |