

# Writing Policy

*“You can make anything by writing.”*  
*C.S. Lewis*

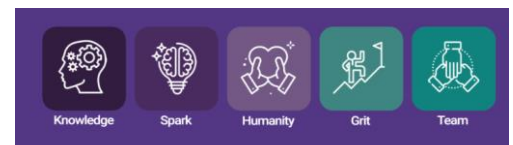
Written by Heather Taylor and Louise Mason (writing leads) in consultation with the senior leadership team, SENDCO, phase leaders and governing body.

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## Purpose of Study

At Clapgate Primary School, we understand the importance of fostering a love of writing for our children in order that they develop into lifelong effective speakers and writers who can communicate their thoughts and ideas articulately. By carefully sequencing learning and providing a wealth of creative and engaging contexts to write within, we aim to enable all pupils to make good or better progress and enjoy writing for a range of purposes.



Underpinning Clapgate's writing curriculum are our golden threads [see appendix 1] of spark (imaginative and creative), grit (motivated and resilient), team (communicator and collaborator), knowledge (knowledge seeker and keeper) and humanity (respectful and caring). Each of these threads is woven through the writing curriculum ensuring that we are working towards achieving our mission of creating memories; nurturing talents; sparking curiosity; raising self-esteem and aspirations; motivating children to adopt healthy, active lifestyles; and equipping children with the skills and attitudes they need to be happy, successful and caring individuals.

## Curriculum Aims

The programmes of study for writing at key stages 1 and 2 are constructed of two main areas:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing, including planning, revising and evaluating with awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar)

The overarching aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. In order to do this, we aim to ensure that all pupils:

- acquire a wide vocabulary
- develop an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich, varied and cultural literary heritage in a changing world
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn
- are competent in speaking and listening
- experience a range of creative opportunities

## Oracy

At Clapgate, we ensure frequent speaking and listening opportunities in our writing lessons (as well as wider curriculum lessons) as we wholeheartedly believe high quality writing arises from rich discussions. Therefore, pupils participate in discussion activities in every writing lesson to develop their vocabulary, grammar and understanding of key concepts. All teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. In EYFS, Drawing Club, Talk for Writing and Helicopter Stories all promote oracy and this continues into year 1 with Curious Quests. As well as this, lots of paired talk, outdoor learning and a generally language rich environment with plenty of experiences to build language all contribute to developing oracy in our youngest learners.

During their time at Clapgate, pupils develop a capacity to explain their understanding and to prepare their ideas before they write. All pupils are enabled to participate in and gain knowledge, skills and understanding associated with performance and drama. Pupils can adopt, create and sustain a range of roles, responding appropriately to others whilst in character. They have several opportunities to improvise and devise drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to performances, developing their confidence and

self-esteem. As well as this, we use stem sentences linked to the learning objective (e.g ‘A verb is an action word.’) and sentence starters (e.g ‘In my opinion... because...’ or ‘There can be no doubt that...’) to support oracy.



## Spelling, Vocabulary, Grammar and Punctuation

It is vital that pupils are able to spell accurately, choose the most appropriate word, speak and write with standard English grammar and punctuation.

In order to ensure all pupils are taught the relevant spelling, grammar and punctuation necessary for them to progress, teachers have a rigorous approach to planning, teaching and assessing these areas [see appendix 2].

Teachers are encouraged to use their professional judgement and have a flexible approach to delivering SPAG content. Therefore, year groups may decide to focus on a particular SPAG focus (such as capital letters) for a whole week or spend an entire lesson working on this knowledge in a relevant context for pupils.

Vocabulary is built on through reading and writing lessons. Drama opportunities as well as using Talk Rules are also employed. Moreover, the ‘intent’ of synonyms is discussed so pupils are taught to choose the most appropriate and effective word for the context.

Strategies for spelling are taught to enable pupils to become confident and competent spellers. The school follows the ‘HeadStart Spelling’ programme. This programme is in line with the national curriculum for spelling and focuses on the teaching of spelling patterns and opportunities for pupils to apply this knowledge. It is at the class teacher’s discretion to test pupils on spellings as and when they see fit.

Read Write Inc. is followed in EYFS and KS1 to develop word reading, spelling and writing [see school website for more information].

## Planning and Progression

Clapgate’s writing curriculum is carefully planned alongside the aims of the national curriculum for key stages 1 and 2 with clear progression across year groups. Pupils in EYFS are provided with lots of opportunities to engage in speaking, listening and writing throughout the day through the use of role play, small world scenarios, helicopter stories, daily systematic synthetic phonics sessions, regular writing lessons and ‘adventure island’ (Greg Bottrill - educational consultant). In Nursery, children take part in Scribble Club on an ad hoc basis, whilst in Reception, pupils have daily

Drawing Club where the focus is on building the children's imaginations and story dreaming to hook them into the world of mark making and writing.

The curriculum is planned to ensure a wide range of engaging literature from different cultures and heritages is explored and valued, both through reading and writing lessons.

### **Long term planning**

The planning process begins by studying the long term plan to find cross-curricular links and pick key texts for the half term. Alongside this, teachers select which genres they will focus on [see appendix 4] and the learning objectives that will be taught in the half term, with specific attention to which grammar objectives are necessary depending on the time of year and genre (see English progression document for further information).

### **Medium term planning**

Medium term planning starts by planning a creative context day.

- Launch book or topic in a creative, exciting way
- Opportunity for children to really get to know a topic or text
- Chance for them to discuss and share ideas, gather vocabulary and engage in the topic by asking questions and exploring
- Enhanced experience to really engage the children – ideas might include: drama experience, artwork, dioramas, life size characters/monsters/animals, experience day, designing heroes, beasts, costumes, model making, outdoor learning, setting up crime scene/alien crash site/dinosaur invasion, video, letter or visitor asking for help, magical box, unusual artefact, weird discovery, school trip or visitor into school

The medium term plan follows the teaching and learning sequence below. Teachers ensure specific objectives are planned into the teaching for each week. These objectives should be suited to the genre and must be taught explicitly. As children make progress, we would expect to see other objectives that they have learnt featuring in their writing.

### **Teaching and Learning Sequence:**

#### **Part 1: Creative Activities**

- Creative activities such as: Imagineering, artwork, designs, group work, hooks etc...
- This is an opportunity to gather vocabulary and ideas - ready to feed into the writing.
- This **MUST** have a purpose and should be a valued part of the process.

#### **Part 2: Objective Activities**

- This is an opportunity to teach the objective/s clearly.
- Allow the children the time to have a go in context.
- They can write phrases/sentences ready to be included in their upcoming writing.

#### **Part 3: Writing (Broken down into 4 stages)**

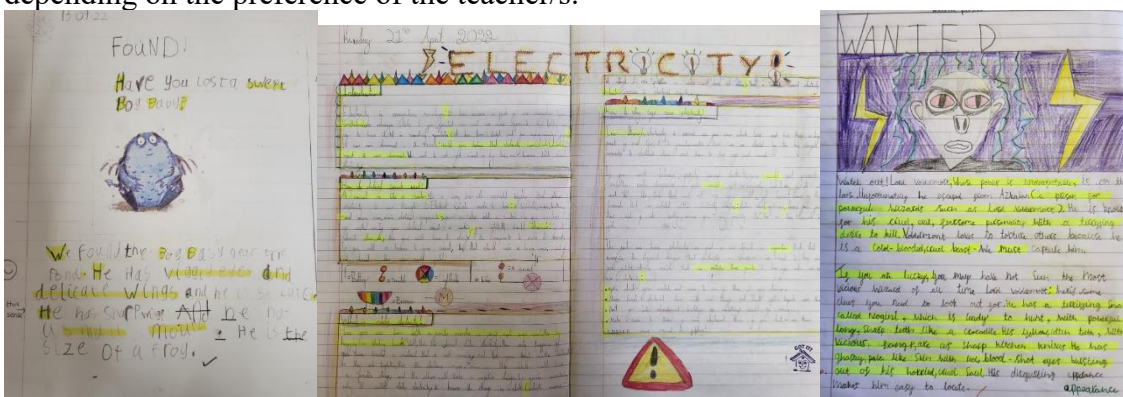
- Pull apart a model (Grammarsaurus).
- Live modelling – using the children's ideas to create a model as a class.
- Children write
- Children edit

The teaching and learning sequence ensures:

- There are high quality model texts for the children to deconstruct and analyse with their teacher. The model writes are based on the core text and focus on specific grammar aims obtained from the national curriculum and our progression document.
- Spelling, punctuation and grammar are taught in context and through discrete sessions. SPAG that has already been taught is referenced in future teaching and modelling where relevant so spaced learning and retrieval practice take place.
- Pupils have abundant opportunities for talk within writing lessons in order to engage and understand the core text or subject matter thoroughly through a range of drama activities such as freeze frames, role play and conscience alleys.
- Pupils build on their experiences and are enthusiastic in writing lessons through regular use of hooks, drama, outdoor learning, active learning and group work.
- There are ample opportunities for teachers to model writing skills by teaching pupils how to create, improve and revise their writing through shared writing, including ‘thinking aloud’.
- Pupils are provided with time to plan their writing, including considering the purpose and audience of their work (for example, boxed planning [see appendix 5]).
- Every opportunity is provided for pupils to become critical readers of their own writing by using self or peer-evaluation and by checking their work independently or alongside their writing buddy for sense, precision and meaning at least once a half-term.
- Children are given regular opportunities to write independently following a series of lessons in which they can write in the same genre as that studied.
- Quality first teaching is used to ensure lessons are scaffolded so all pupils can access teaching. This includes, but is not limited to, differentiated word mats, mixed pairings, shared writing in small groups, TA and teacher support, access to a working wall, access to IT. Planning is informed using the assess, plan, do, review model.
- Pupils are taught to develop their ability to organise and present their writing appropriately for the genre, purpose and audience.

## Short term planning

Short term planning is shared by teachers in the same year group to help manage workload. Short term planning includes space for teachers to record the learning objective, opportunities for active learning, purpose, audience, a SPAG (spelling, punctuation and grammar) input, the main lesson (including hooks, drama, speaking and listening, modelling, scaffolds, writing tasks etc) and plenary opportunities [see appendix 2]. In the short term plans, teachers also consider how to provide time to ensure they allow pupils to meet the needs of the genre. For example, children are given time to draw and add captions in a newspaper report or to draw a character for a ‘wanted’ poster. The short term planning format can be used for single lessons or for a whole week, depending on the preference of the teacher/s.



## Handwriting

At Clapgate Primary School, handwriting begins with developing gross motor skills (movement play weekly sessions) before gradually introducing fine motor skills through the use of a range of tailored interventions (Pegs to Paper). During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing. In EYFS and KS1, the fundamental way letter formation is taught is through following the graphemes in the Read, Write, Inc scheme. The needs of left-handed pupils or those with physical difficulties are also taken into account and, where necessary, accommodated with resources or specific interventions.

Handwriting lessons and opportunities to practise are planned into the timetable, including the use of 'Bubble Writing' (see handwriting policy for further information) and children are developing their handwriting in all writing lessons. Correct posture and positioning of paper or books are emphasised. Letter formation and handwriting is taught and modelled following Clapgate's handwriting policy (see policy for further information). The national expectation at the end of year 6 is that pupils will join their handwriting at speed whilst maintaining legibility.

## Differentiation

Differentiation takes many forms, including but not limited to focus groups working with the teacher and/or teaching assistant, interventions (including pre-teaching, phonics, fine motor control, handwriting, reading fluency and rapid writing) and access to extra resources, such as sentence frames, word mats and IT (Clicker application).

Regular pupil progress meetings also enable teachers to highlight specific challenges or identify which individuals or groups are under achieving and for what reason/s and what steps can be taken to improve their attainment. Pupils who are identified as greater depth are also considered and suitable challenges are provided within daily teaching.

Pupils working below or significantly below their age related expectations are assessed using B Squared. SEND pupils have individualised plans which are reviewed termly and will support the child, teacher and parent/carer to ensure the child is working on appropriate targets.

Every child has a personalised target stuck on the front of their writing book which is updated when the previous target is met. This means that the child, their peers (during peer assessment), teachers, teaching assistants, parents/carers, the writing lead, SLT and any visitors to the school are all aware of the current target for any child. Having just one target makes it more achievable for the child as well as making it easier to assess against for the teacher.

Throughout school, children are generally paired in mixed ability groups in writing lessons. However, some classes have a slightly different structure. In EYFS and year 1, children have a range of opportunities to write. They take part in a range of focused writing opportunities across the week. In EYFS, pupils work in mixed ability groups when accessing Drawing Club. When pupils are working with the teacher in year 1, they will generally be grouped according to their targets. For example, children who are still working on hearing initial sounds in words will work together, whilst children who are focusing on extending their sentences with 'and' whilst including basic punctuation (such as capital letters and full stops) are likely to work in a group together. This ensures that the teacher can focus on the relevant skills for that group and is the most efficient use of teacher time. Across Key Stage 2, there are groups/a class for children with significant needs which cannot be met through class-based writing lessons. In these teaching groups, pupils have provision to work independently or in small groups with the teacher or teaching assistant. Writing

lessons still take place, but these are paced and pitched appropriately and include extra opportunities for hooks and speaking and listening tasks.

## Colourful Semantics



Colourful Semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful Semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages (who, doing, what, where). There are further stages for adverbs, adjectives, conjunctions and negatives. The approach can be used with children with a range of speech, language and communication needs including specific language impairment, developmental delay or disorder, autistic spectrum condition, down syndrome and a range of literacy difficulties. Colourful Semantics activities will be used by teachers either in class or as an intervention to support pupils' understanding of language when speaking and writing.

## Assessment and Record Keeping

### Marking

Formative assessment based on the learning objective and/or success criteria takes place in every lesson. This may be through careful questioning, observing children working (particularly during speaking and listening tasks), giving oral feedback and marking work. Using whiteboards to draft sentences, peer editing against success criteria and using visualisers to share high quality sentences/paragraphs are further methods to feedback in a time efficient and useful way. In EYFS, all marking is conducted in the moment with the children so they can respond immediately using age-appropriate stamps and stickers.

All written pieces from Y1 - 6 of work should be marked using relevant codes (see below). Independent pieces should be marked using E codes. This allows pupils to know which types of errors they have made whilst giving them the opportunity to edit their work independently without the errors being pointed out to them. Children should be given time to edit their work regularly, whether this be at the start or end of a lesson.

The E1 codes are introduced in year 1 and in year 2 pupils develop their independence to identify their E1 errors. In lower key stage 2 (years 3 and 4) children continue to find E1 errors and are

introduced to E2s. In upper key stage 2 (years 5 and 6) children continue finding E1s and E2s and are introduced to E3s. Please see the codes below for clarification as to what each code represents.

<b>Marking codes</b> (corrections to be made in green pen or pencil)	
<b>C</b>	<b>Capital letters misused or missing</b>
<b>.</b>	<b>Full stops misused or missing</b>
<b>/</b>	<b>New paragraph</b>
<b>F</b>	<b>Finger spaces missing</b>
<b>P</b>	<b>Punctuation misused or missing</b>
<b>SP</b>	<b>Incorrect spelling</b>
<b>^</b>	<b>Missing word or words</b>
<b>VF</b>	<b>Verbal feedback given</b>
<b>LF</b>	<b>Letter formation</b>

<b>Editing Codes for Independent Pieces</b> (to be completed in green pen or pencil)	
<b>E1: Revise</b>	
Look for errors the following errors:	
<ul style="list-style-type: none"><li>• Spelling</li><li>• Punctuation</li><li>• Missing words</li><li>• Repeated words</li></ul>	
<b>E2: Re-write</b>	
<b>Look for the starred sentence * *</b>	
Re-write your sentence/s at the end of the written piece.	
<b>E3: Re-imagine</b>	
<b>^ ^ Look for the arrows</b>	
Write more about a moment on a separate slip of paper and stick it over the paragraph to create a flap.	

Written work should be highlighted to show the strengths of the child's writing. This may include the success criteria taught in the lesson as well as the evidence of the child meeting their personalised target or any 'wow' work.

## Assessment

At the end of EYFS, pupils are assessed against the Early Learning Goal in writing. Children are either graded as expected (met) or emerging (not yet met). This is based on all writing the child has produced over the course of Reception, using their independent writing and teacher knowledge.

All pupils produce a minimum of one independent piece of writing every half term. This will be based on the writing style they have been learning as part of the teaching sequence and will link to the core text or subject. All independent pieces are assessed against the year group criteria. In years 1, 3, 4 and 5, teachers use Alison Philipson Literacy grids [appendix 6]. In years 2 and 6, teachers use the end of key stage framework. Where children are not yet working towards the relevant year group, B Squared is used to assess their writing.

## Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

To support teachers' continual development and confidence, as well as ensure their judgements are reliable, termly internal moderation meetings are held where teachers work in phases to rank the writing and then discuss those children whose work is 'borderline' between two judgements.



Teachers are encouraged to ‘prove’ their judgement by finding examples of work which exemplify that the child has met the standards. In these meetings, exemplification material is used to support judgements. As well as this, external moderation meetings with other local schools have been set up to ensure judgements are reliable. A local moderation group has been set up for moderating against the EYFS curriculum and, towards the end of the year, there is a focus on moderating writing judgements.

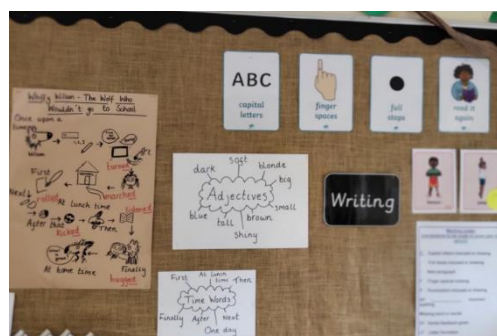
Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes in writing. Clapgate’s latest external moderation took place in June 2022, where all teacher judgements were agreed upon and the external moderator was extremely impressed with the standard that our pupils working at expected levels were producing whilst also commenting that it was clear the teachers knew their students very well.

# Displays

## Purpose

The purpose of writing displays at Clapgate is to support pupils to develop grit (resilience), spark (enthusiasm and engagement) and knowledge. It is not to decorate the classroom. All walls are backed with hessian and black borders to prevent over-stimulating environments. This way, the learning and work stands out and it is easier to see and read.

Children should be able to refer to the writing working wall to support them in their independent writing. As such, the display evolves as the unit of work unfolds and therefore will not be a tidy, complete display of finished work. Pupils’ work can and should be displayed, but this may be elsewhere in the classroom or as examples of specific objectives or success criteria on the working wall. Pupils should be able to refer to the writing display for vocabulary, sentence starters or to refresh their mind on an activity that was previously carried out which will aid them with their writing. Every classroom from years 1 to 5 will have a display which refers to Colourful Semantics.



# Roles and Responsibilities

The writing leaders are responsible for the teaching and learning of writing across the school, working closely with the senior leadership team, governing body and SENDCo. Considering the intent of the writing curriculum, how to implement any necessary changes and ensuring impact is measured regularly is the writing leader's responsibility. They should monitor the planning, teaching, learning and assessment of writing regularly, analysing data and evaluating impact to ensure the writing curriculum is robust and constantly improving.

The subject leader is also responsible for developing teaching practice by preparing, organising and leading CPD activities to support staff where they are less confident, as well as modelling lessons, coaching and team teaching, as appropriate, to new staff, ECTs and peers. They should ensure that all staff have access to the relevant resources they require as well as provide 'expertise' to assist staff in the delivery of the curriculum, ensuring they understand all terminology and supporting them in how best to teach this.

## Engaging Parents

We aim to cultivate a strong homeschool alliance regarding writing by providing workshops, particularly in early reading and writing (phonics). We also aim to ensure parents feel able to discuss their child's writing by supporting them with relevant terminology for the year group with definitions and examples.

Meet the teacher day and the home/school contract are great opportunities for parents to understand their responsibilities, their child's and the teaching staff in school's with regards to writing. The school website includes many links to further opportunities for parents to learn more about writing and to work with their child on this subject.

Parents are also encouraged to develop their child's oracy skills through a half-termly letter with questions that can be asked around a range of topics to provide extra speaking and listening opportunities. Advice on what parents should expect from their child depending on which year group they are in is also shared, for example all parents should encourage their children to speak in full sentences using correct Standard English. We recognise that some parents/carers find it difficult to support their child's writing so we ensure class teachers develop good relationships with parents/carers so they feel able to ask for support where necessary. During Parents' Evenings and Meet the Teacher events, teachers are happy to answer any questions and offer specific suggestions of how parents might support their child.

## Appendix

Appendix 1: Writing Learner Profile

 <h3>IMAGINATIVE AND CREATIVE</h3> <p>Pupils are given creative and engaging contexts to write within, encouraging them to become confident, fluent writers.</p> <p>Drama, debate and 'Imagineering' sessions allow our pupils to express their creativity practically before applying their experiences to paper.</p> <p>Pupils are passionate about writing and seek out opportunities to write.</p> <p>Pupils are proud of their writing and are encouraged to share it with their peers regularly and through our 'buddies' scheme.</p>	 <h3>MOTIVATED AND RESILIENT</h3> <p>Through well-planned activities and engaging writing opportunities, our pupils are encouraged to become independent writers beginning in the Early Years.</p> <p>Pupils are introduced to ambitious vocabulary and texts which inspire them to write engaging pieces fit for the purpose and audience.</p> <p>Pupils have high aspirations when writing in all subjects. They are keen to write about what they have learnt and persevere with longer pieces of text.</p> <p>Pupils are keen to self-edit their work to improve it, learning from 'marvellous mistakes' and seeking out opportunities to further develop their learning.</p>	 <h3>COMMUNICATOR AND COLLABORATOR</h3> <p>We provide a range of opportunities for speaking and listening skills to be developed in our writing lessons.</p> <p>Pupils work in groups and talk partners to formulate arguments and opinions and express themselves confidently and creatively in many ways.</p> <p>In Early Years, we encourage our pupils to work collaboratively to write words, sounds and letters. This sense of team is built upon, enhanced and developed throughout school leading to creative and well-structured writing in KS1 and KS2.</p> <p>Pupils are encouraged to share ideas, praise their peers and work alongside others to enhance their writing.</p>
 <h3>KNOWLEDGE SEEKER AND KEEPER</h3> <p>At Clapgate we encourage children to ask questions and develop a thirst for knowledge.</p> <p>Our children gradually know more, remember more and do more with their knowledge.</p> <p>Pupils apply and use writing techniques, grammar, spellings and editing strategies learnt in previous years in their independent writing and build upon it with new knowledge taught through engaging and carefully planned activities.</p>	 <h3>RESEPECTFUL AND CARING</h3> <p>Pupils are encouraged to be honest in their understanding of new writing strategies and contexts so that any misconceptions can be addressed immediately.</p> <p>Our pupils are encouraged to write for a range of purposes including those which aid them in becoming global citizens.</p> <p>We have a culture of support and celebration during peer feedback. Pupils understand the need to be kind and fair whilst respecting the time and effort put into a piece of writing.</p>	<h2>Writing Learner Profile</h2>



Year Group:		Week Beginning:	
<b>SPAG Focus</b>			
<b>Learning Objective/s:</b>			
Purpose:		Audience:	
Active opportunity:			
<b>Main Lesson:</b> (including model, active learning, drama, hooks etc.)			
<b>Plenary:</b> (including opportunities to reflect/check/discuss)			



### Appendix 3: Medium Term Plan Examples

Year 2:

**Medium Term Plan Year 2 Spring 2 (6 weeks) – Man on The Moon & Instructions**

**Writing focus and how it is supported by drama, speaking and listening, links to other learning and outdoor and creative opportunities**

**Week 1 (Instructions, suffix, commas in a list, command sentences)**

**Creative Context**  
 Read Man on the moon  
 Follow instructions making paper aeroplanes - this will expose the style of instruction writing in preparation for the week  
 Flight competition  
 Make identity card for going to space  
 Make a kite – use picture sequences

What are the features of instructions? Pick apart models of instructions and find the features – cut up the different features and match them to the instructions.  
 Title  
 Numbered  
 You will need...  
 Time adverbials

Imperative  
 Command sentences  
 SPAG – Highlight Commas in a list, ly suffix (exs)

Chn have sequence of making a kite pictures, put them in the right order.  
 Teacher model each part at a time

Children write

listen and respond appropriately to adults and their peers  
 ask relevant questions to extend their understanding and knowledge  
 use relevant strategies to build their vocabulary  
 speak audibly and fluently with an increasing command of Standard English  
 participate in discussions, performances, role play

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  
 common exception words  
 add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  
 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

form lower-case letters of the correct size relative to one another  
 write 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.

writing about real events  
 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  
 make simple additions, revisions and corrections to their own writing by:  
 evaluating their writing with the teacher and other pupils

sentences with different forms: command  
 the present tense correct and consistent  
 the grammar for year 2 in English Appendix 2 □ some features of written Standard English  
 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

**Week 2 – Independent write**

Children are writing their own instructions of how to get to the moon.

SPAG – Contractions (don't, won't) Adverbs ending ly  
 Pick out features and success criteria using model text instructions.  
 Use freeze frame to imagine what they need to pack and prepare for going to the moon – take photos  
 Creative part – plan the steps for getting to the moon – chn draw in a box with lines underneath (section for time adverbials and adverbs)

Independently write set of instructions.

listen and respond appropriately to adults and their peers  
 ask relevant questions to extend their understanding and knowledge  
 use relevant strategies to build their vocabulary  
 participate in discussions, performances, role play

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  
 common exception words  
 add suffixes to spell longer words, –ly  
 learning to spell more words with contracted forms

form lower-case letters of the correct size relative to one another  
 write 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.

writing for different purposes - Instructions  
 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  
 make simple additions, revisions and corrections to their own writing by:  
 evaluating their writing with the teacher and other pupils

sentences with different forms: command  
 the present tense correct and consistent  
 subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

### Week 3

Imagineering – going to the moon

Arrive to the moon

Label the moon with adjectives/expanded noun phrases (grammar lesson)

Make actual postcards in large form – stick on which adjectives to describe and use that as their plan to write the postcards

Share and model write the postcard

### Colourful semantics SEN group – describing the moon.

### Week 4

Chn are writing part of a story about the day in the life of an alien.

SPAG – Contractions, Colourful Semantics

Colourful semantics sentences about the aliens from text. Model how to keep improving a sentence by extending it including cloud words.

Chn write CS sentences of their own. Chn to use coloured pencils to underline each part of sentence (who, what doing, where etc)

Story map Bob's day and pick out the story features – time connectives, conjunctions etc

Drama activities – hot seating alien (writing questions)

Chn design own alien, collect vocabulary and write their own beginning of a day in the life of their alien, up to "because their's no such thing as aliens...."

### Colourful semantics SEN group – describing the aliens.

SEN Story map – a day in the life of an alien (include: beginning, middle, problem, end) (could possibly do this from the perspective of – aliens don't believe in humans?)

Shared write the story from the plan created – oral retell.

write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

listen and respond appropriately to adults and their peers

ask relevant questions to extend their understanding and knowledge

use relevant strategies to build their vocabulary

participate in discussions, performances, role play

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

common exception words

learning to spell more words with contracted forms

form lower-case letters of the correct size relative to one another

form lower-case letters of the correct size relative to one another

write 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.

writing for different purposes - story

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

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

expanded noun phrases to describe and specify (for example, the blue butterfly)

the present and past tenses correctly and consistently including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

### Week 5 - SATS WEEK

Continuation from last week, formal lessons reduced due to SATS groupings and administering papers.

## Year 6:

### Medium Term Plan Year 6 Spring 1 (6 weeks) - Dr Jekyll and Mr Hyde

#### Transcription

- continue to distinguish between homophones and other words which are often confused - puns
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

#### Composition

Pupils should be taught to:

- plan their writing 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
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - describing setting
  - 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]
- evaluate and edit by:
  - 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the key concepts by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
  - using brackets, dashes or commas to indicate parenthesis
  - using a colon to introduce a list
  - punctuating bullet points consistently

Writing focus and how it is supported by drama, speaking and listening, links to other learning and outdoor and creative opportunities

Week 1 (character and setting description)

Creative context – Read Jekyll and Hyde up to page 20

Crime scene set up to investigate

Half and half artwork – half Jekyll and half Hyde

Labelled diagrams of Dr Jekyll's lab – turn classroom into lab

Letter from the police asking for help – they need a wanted poster for Mr Hyde – after his murder in chapter 5

Setting description of Dr Jekyll's lab – based on ideas from diagram

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Use a range of devices to build cohesion – adverbials of time and place, synonyms

Oracy:

To spontaneously respond to complex questions, citing evidence where appropriate

Week 2 (flashback and letter of confession)

Freeze frames of new and imagined crimes Hyde commits

Label the photos with extra detail, including relative clauses ready for flashback

Write a flashback of one of these crimes – told from the point of view of Dr Lanyon or Utterson having a conversation

Interview Dr Jekyll about his crimes as Mr Hyde – focusing in on his feelings about his crimes – children make notes

Write letter of confession as Dr Jekyll

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Integrate dialogue to advance the action

Use inverted commas correctly

Use verb tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Use semi-colons with accuracy

Use modal verbs

Use the subjunctive mood – if I were...

Oracy:

To have stage presence

Week 3 (narrative writing)

Children now create their own character and evil alter ego – artwork

Role on the wall for evil side – appearance and personality

Children will be writing their own story where a character drinks a potion and changes

Create a story map – 4 stages:

- Setting description (where main character creates and drinks the potion)
- Character description (of transformation)
- Flashback (conversation of the crime that was committed)
- Letter of confession

Within their map, children pick out key vocabulary, sentences, punctuation, speech etc... they are going to use

Children write all 4 stages of their story

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Use verb tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Commas for clarity

Use semi-colons with accuracy

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Integrate dialogue to advance the action

Use inverted commas correctly

Use passive voice

Oracy:

To vary sentence structures and length for effect when speaking

Week 4 (narrative writing)

Children write all 4 stages of their story – using their story map

They have time to edit their story

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Use verb tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Commas for clarity

Use semi-colons with accuracy

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Integrate dialogue to advance the action

Use inverted commas correctly

<p>Use <u>passive voice</u></p> <p>Oracy:</p> <p>To <u>construct a complex narrative</u></p>
<p>Week 5 (non-chronological report – speaking and listening focus – oral presentation)</p> <p>Gather information about crime and punishment through the ages (from history lessons) and allow children time to complete their own <u>research</u></p> <p>Children work in groups to put together a presentation on the topic – this can be a poster, PowerPoint, video, idea of their <u>choice</u></p> <p>Children work throughout the week on their presentation which they will perform to the other class on <u>Friday</u></p> <p>Objectives:</p> <p>Perform own composition using appropriate intonation, volume and movement so that meaning is <u>clear</u></p> <p>Oracy:</p> <p>To have stage presence</p> <p>To construct a complex narrative</p> <p>To vary sentence structures and length for effect when speaking</p>
<p>Week 6 (non-chronological report)</p> <p>Find the features of a non-chronological report – look at <u>examples</u></p> <p>Children sort key information from last week into subjects and decide on sub-headings for their paragraphs and a heading for their <u>report</u></p> <p>Children write a non-chronological report on crime and punishment through the <u>ages</u></p> <p>Children have the opportunity to edit their <u>writing</u></p> <p>Objectives:</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of <u>reader</u></p> <p>Select grammatical structures that reflect what the writing <u>requires</u></p> <p>Use a range of devices to build <u>cohesion</u></p> <p>Punctuation for parentheses – relative clauses, brackets, dashes, commas</p> <p>Commas for clarity</p> <p>Use a range of presentation features appropriate for a non-chronological report: bullet points, sub-headings, <u>headings</u></p> <p>Oracy:</p> <p>To be able to read to a room</p>

## Appendix 4: Progression



<u>Year Group</u>	<u>Narrative</u>	<u>Non-fiction</u>	<u>Poetry</u>
Year 1	Contemporary fiction Dilemma story Adventure story Fairytale	Recount (diary) Letter	Alphabet list Shape Reciting rhyming poems
Year 2	Contemporary fiction Historical fiction Mystery Science fiction	Inform Recount Non-chronological report Letter Instructions	Diamante Acrostic Onomatopoeic Alliterative
Year 3	Mystery Adventure Historical fiction Traditional tale	Non-chronological report (newspaper) Recount (diary) Persuasive (letter) Instructions Explanation (leaflet, biography)	Similes Limericks Question & answer
Year 4	Play script Historical fiction Contemporary fiction Science fiction	Non-chronological report (newspaper article) Recount (diary, letter) Instructions Explanation Discussion/debate Persuasive (speech)	Metaphor Calligrams Kennings Haikus
Year 5	Historical fiction Contemporary fiction Science fiction Dilemma	Non-chronological report (newspaper) Instructions Recount (diary) Discussion/debate Persuasive Explanation (biography)	Narrative Cinquains Tanka Rhyming couplets
Year 6	Contemporary fiction Play script Fairytale Historical fiction Science fiction Adventure	Inform (letter) Instructions Persuasive (advert, speech) Discussion/debate Non-chronological report (newspaper) Explanation (biography)	Personification Blackout Rhyming couplets







