



The Sequence of Learning: Writing

We recognise the crucial importance of studying the English language. Being competent and confident in reading, writing and spoken language will enable our pupils to express their thoughts and ideas with clarity. Writing is an essential form of communication and self-expression.

Our vision for writing is that all children are able to write clearly, accurately and coherently for a range for a range of subjects and purposes in order to access a full and rich curriculum. The skills of transcription and composition are taught progressively and embedded in a range of writing opportunities.

Guidance from the English National Curriculum:

EYFS	Early Learning Goal: Writing Children at the expected level of development will: - <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed;• Spell words by identifying sounds in them and representing the sounds with a letter or letters• Write simple phrases and sentences that can be read by others.
Year 1	At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear. Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 1 when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

<p>Year 2</p>	<p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage, children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>
<p>Lower KS2</p>	<p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>
<p>Upper KS2</p>	<p>Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p>

The Sequence of Learning:

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units
Year R	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Writes some high frequency words. Is a, the, I, for, of, to, are, was, all, come, some, there, their, these, what, where, who.</p> <p>Orally blends and segments the sounds heard in words.</p>	<p>Model use of capital letter, finger spaces and full stop in classroom environment.</p> <p>Writes letters in their name, using a capital letter at the beginning.</p> <p>Beginning to put finger spaces between some words.</p>	<p>Use describing words for objects in the environment, and characters in books. Link to language through colour programme</p> <p>Use the correct pronoun.</p> <p>Know some 'doing' words which describe actions.</p> <p>Use the correct tense in spoken and written language.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing)</p> <p>Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Talks about the different marks they make. Begin to form recognisable letters.</p> <p>Forming lower-case and capital letters correctly.</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p>	<p>With adult support, orally compose meaningful sentences.</p> <p>Write for a range of purposes to include labels, lists and captions.</p> <p>Identifies separate words in spoken sentences.</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Writes a label for a drawing/diagram</p> <p>ELG: Write simple phrases and sentences that can be read by others.</p>	<p><i>Continue rhyme and alliteration patterns in texts.</i></p> <p><i>Explore structure of various stories which link in with termly topics.</i></p> <p><i>Write captions, labels and lists as part of non-fiction writing.</i></p> <p><i>Writes some common exception words from phase 2 and 3 in sentences/captions</i></p>

<p>Writes the sounds in CVC words in the correct order</p> <p>Beginning to write some longer words using phonic knowledge.</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>					
<p>Teaching strategies:</p>	<p>Building experiences during and about which children can express themselves</p> <p>Building confidence to speak in sentences</p> <p>Building new vocabulary; learning the names of things and beginning to describe them Daily teacher modelling of writing process Daily shared writing.</p> <p>Phonics taught twice daily sounds-write activities (including dictation) up to unit II.</p> <p>Mark making opportunities for all children</p> <p>'Gross/fine motor activities to ensure children have sufficiently developed motor control of their arms, wrist, hand and fingers to be able to hold a pencil effectively. Explore different handwriting patterns and letter families linked to the whole school handwriting policy Writing areas to promote daily opportunities for children to write</p>				
<p>Key vocabulary:</p>	<p>letter, word, sentence, phoneme, grapheme, digraph, trigraph, capital letter, full stop.</p>				
<p>Assessment:</p>	<p>Data submitted T2, T4, T6.</p> <p>Writing moderation termly.</p> <p>Phonic assessments each term.</p>				
<p>Support for children working below ARE:</p>	<p>Targeted intervention for groups of pupils who are not achieving GLD</p> <p>Writing opportunities encouraged through continuous provision.</p> <p>Phonics intervention.</p>				

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 1	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-.</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Know how words can combine to make sentences.</p> <p>Join words and joining simple clauses using 'and'.</p> <p>Know and use the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Know the term 'noun' to describe people, places and objects</p> <p>Understand what is needed to make a sentence – Subject, verb.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><i>Egg Box Dragon</i> <i>Halibut Jackson</i> <i>Wild</i> <i>The Lonely Beast</i> <i>The Storm</i> <i>Whale</i> <i>How to Find Gold</i> <i>The Lighthouse</i> <i>Keeper's Lunch</i></p>

Teaching strategies:	<ul style="list-style-type: none"> • As a regular routine during shared writing, adults to orally model whole sentence before writing it down. • Understand, through teacher modelling, the skills and processes essential to writing. • Children to practise the skills of thinking aloud as they collect ideas, drafting and re-reading to check that their meaning is clear • Children taught handwriting skills daily as well as through phonics and other writing opportunities • Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. • Twice daily phonic sessions • Children should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s) • Children will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that children have been taught to spell should be corrected; other misspelt words should be used to teach children about alternative ways of representing those sounds. • Writing simple dictated sentences that include words taught so far will give children opportunities to apply and practise their spelling in phonics. • Children should begin to use some of the distinctive features of Standard English in their writing. • Writing frames and word banks to support structure
Key vocabulary:	letter, capital letter, word, singular, plural, sentence, full stop, prefixes and suffixes, question mark, exclamation mark, noun
Assessment	Teacher assessment collected at end of Term 1, 2, 4 and 6 Regular opportunities to moderate across year group and phase Regular phonic check-ups Use of Target Tracker to monitor attainment and progress
Support for children working below ARE:	Phonic catch-up sessions Writing scaffolds and word banks Support with letter formation Phoneme Mat

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 2	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the singular possessive, and inverted commas.</p>	<p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use coordination and subordination.</p> <p>Know and use the terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write for different purposes, to include narratives about real and fictional experiences, and poetry.</p> <p>Plan or say out loud what they are going to write about before writing.</p> <p>Make simple additions, revisions and corrections to their own writing.</p>	<p><i>Man on the Moon</i> <i>Orion and the Dark</i> <i>Claude and the City</i> <i>The Emperor's Egg</i> <i>Leaf</i> <i>The Bee Who Spoke</i> <i>Rapunzel</i> <i>A Necklace of Rapunzel</i> <i>Lila and the Secret of the Rain</i> <i>Zeraffa Giraffa</i></p>

Teaching strategies:	<ul style="list-style-type: none"> • Children at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. • CT to model the writing process from planning through to drafting, writing and editing. • Reading and listening to whole books, not simply extracts, will help children to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. • Use of drama and role play to bring writing experiences alive • Use of writing frames and word banks to support writing where appropriate. • Writing stamina developed throughout the year • Children taught handwriting skills daily. • Children should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. • Daily phonic sessions • Grammar and punctuation elements integrated into writing units where applicable • Example of genre being written to be studied – features established to support writing in style of genre.
Key vocabulary:	<p>noun, noun phrase, adjective, verb, adverb, suffixes, past/present tense, progressive form subordination, coordination, apostrophe, contraction, comma, , statement, question, exclamation, command, similes</p>
Assessment	<p>Weekly spelling check ups Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase, including County Moderation Use of end of KS1 Writing framework SPaG assessment completed in Terms 2, 4 and 6. Headstart Assessment</p>
Support for children operating below ARE:	<p>Children who do not have the phonic knowledge and skills they need for Year 2, should use the Year 1 programmes of study for word reading and spelling so that their word reading skills catch up. Phonics intervention programme Sentence construction support Writing frames to support structure where appropriate Letter formation and handwriting support Oral rehearsing with adult, or using recording devices</p>

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 3	<p>Spell regular verb endings and to learn irregular tense changes, (-ing, -en, ed)</p> <p>Understand how words change when suffixes are added (ly, -tion, -sion, -ssion, -cian)</p> <p>Develop knowledge of prefixes to generate new words from root words (e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto)</p> <p>Specific sounds to include: -y-, -ou-</p>	<p>Continue to use a variety of punctuation for effect, including: full stops, capital letters, question marks, exclamation marks and commas for lists.</p> <p>Use apostrophes for both omission and possession</p> <p>Introduce inverted commas to punctuate direct speech</p>	<p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play')</p>	<p>Write legibly with letters of consistent size and orientation in a cursive style</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Use headings and subheadings to aid presentation</p>	<p><i>The Tin Forest</i> <i>The Wolf's Foot Prints</i> <i>Storm</i> <i>The Iron Man</i> <i>The Lost Happy Endings</i> <i>LOB</i></p>
Teaching strategies:	<ul style="list-style-type: none"> • Through drama and role play, children are immersed in a topic or genre for writing • Class teacher models the different aspects of the writing journey. Plan, draft, edit and final draft. • Children should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. • Teachers should be consolidating children's writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. • Opportunities provided for extended pieces of writing to develop greater writing stamina. • Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. • Children write with greater independence, supported in small groups where appropriate • Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions • Children are taught handwriting skills 3x a week. 					
Key vocabulary:	Vowel, consonant, conjunction, preposition, adverbs, clause, subordinate clause, direct speech, inverted commas, word families, prefixes, present perfect					

Assessment:	Weekly spelling checks Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase SPaG assessment completed in Terms 2, 4 and 6 Headstart Test.
Support for children	Reading of Genre being
operating below ARE:	Handwriting support for those not joining consistently Word banks Phoneme Mats Access to laptop as alternative method of recording – use Word/Clicker

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 4	<p>Distinguish between spelling and meaning of homophones.</p> <p>Investigate, collect and classify spelling patterns related to the information of plurals.</p> <p>Learn to spell words with common letter strings – e.g. ai, ei, ey, igh, ture, sure</p> <p>Understand how suffixes change the function of words, ation, -ous, -sion</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)</p> <p>Apostrophes to mark plural possession (e.g. the girl’s name, the girls’ names)</p> <p>Use of commas after fronted adverbials</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Identify the main and subordinate clause in a sentence</p> <p>Use fronted adverbials</p> <p>Use pronouns and possessive pronouns.</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use of expanded noun phrases</p>	<p>Use horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of my handwriting.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p><i>The Mousehole Cat</i></p> <p><i>Ice Palace</i></p> <p><i>Escape from Pompeii</i></p> <p><i>The Bluest of Blue</i></p> <p><i>The Boy at the Back of the Class</i></p>

Teaching strategies:	To develop as writers, children need to be taught to enhance the effectiveness of what they write as well as increasing their competence. Children are taught the different elements of the writing process, sometimes through drama and role play when appropriate. Opportunities to plan, write and edit on a weekly basis. CT to model each part of the writing process on a regular basis – plan, draft, edit and final draft Extended writing opportunities to ensure children develop greater writing stamina termly Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions Children are taught handwriting skills where appropriate
Key vocabulary:	Pronoun, possessive pronoun, plurals, possessive apostrophe, inverted commas, fronted adverbials, determiners, conjunctions
Assessment:	Weekly spelling checks Teacher assessment collected at end of Term 1, 2, 4 and 6 Regular opportunities to moderate across year group and phase Use of Year 4 Writing Framework SPaG assessment completed in Terms 2, 4 and 6 (Rising Stars gaps test) Use of Target Tracker to monitor attainment and progress
Support for children operating below ARE:	Support with high frequency/common exception words Phoneme Mat. Individual and small group handwriting practice Writing conferencing with CT/TA Access to laptop as alternative method of recording – use Word/Clicker Dictation/CT scribing Use of writing frames to support structure and content

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 5	Spell unstressed vowels in polysyllabic words. Spell words with common letter string 'ough' Spell words ending in -cious, -tious, -cial, -tial, -able, -ible, ably, -ibly	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Write legibly and fluently with increasing speed using joined-up handwriting. Choose the writing implement that is best suited for a task.	Use own knowledge to plan, draft, write and edit own compositions. Develop a choice for an appropriate tone for writing (informal or formal) Use devices to build cohesion within a paragraph.	<i>The Great Kapok Tree</i> <i>Shackleton's Journey</i> <i>The Adventures of Odysseus</i> <i>The Kingdom Revealed</i>

	<p>Words with silent letters: e.g. kn-, -mb, -bt</p> <p>Words with the ie sound spelt ei after c</p>				<p>Link ideas across paragraphs using adverbials of time, place and number.</p> <p>Perform own compositions, considering audience using appropriate intonation, volume and movement.</p>	
Teaching strategies:	<p>Children should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p> <p>Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>CT to model the elements of the writing process to include planning, drafting, writing, editing and improving final draft.</p> <p>Regular opportunities to write at length and so develop writing stamina, at least termly.</p> <p>Children to have experience of writing for different purposes and audiences across all areas of the curriculum and across all subjects, not just in English.</p>					
Key vocabulary:	<p>modal verb, adverbs of possibility, relative clause, relative pronoun, bracket, dash, verb prefixes, cohesion</p>					
Assessment:	<p>Weekly spelling checks</p> <p>Teacher assessment collected at end of Term 1, 2, 4 and 6</p> <p>Regular opportunities to moderate across year group and phase</p> <p>SPaG assessment completed in Terms 2, 4 and 6 (Rising Stars gaps test) Use of Target Tracker to monitor attainment and progress</p>					
Support for children operating below ARE:	<p>Support with high frequency words</p> <p>Writing conferencing with CT/HLTA</p> <p>Use of writing frames to support content and structure</p> <p>Children practise handwriting skills regularly where necessary</p> <p>Access to laptop as alternative method of recording – use Word/Clicker</p>					

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Year 6	<p>Explore less common prefixes and suffixes.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Homophones and other confused words</p> <p>Words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Revise all previous spelling patterns in preparation for end of KS2 assessment</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. recover/re-cover)</p> <p>Use of ellipsis</p>	<p>Difference between vocabulary used for formal and informal speech and writing.</p> <p>Use of the subjunctive form.</p> <p>Use of active and passive voice to affect the presentation of information in a sentence.</p> <p>Develop use of antonyms and synonyms.</p>	<p>Write legibly and fluently with increasing speed using joined-up handwriting.</p> <p>Choose an appropriate handwriting style for a particular task.</p>	<p>Use own knowledge to plan, draft, write and edit own compositions.</p> <p>Describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action.</p> <p>Choose the appropriate tone for writing (informal or formal), and demonstrate shifts. Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance meaning and improve work.</p> <p>Use layout devices to structure different texts</p>	<p><i>Floodland</i></p> <p><i>Goodnight Mr Tom</i></p> <p><i>Skellig</i></p>
Teaching strategies:	<p>Teachers should prepare children for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.</p> <p>Writing should be sufficiently fluent and effortless for children to manage the general demands of the curriculum in Year 7, across all subjects and not just in English. Children have daily writing opportunities to include planning, drafting, writing and editing final draft.</p> <p>Opportunities to write at length with a focus on the quality of the written content.</p> <p>Children to have experience of writing for different purposes and audiences across all areas of the curriculum.</p> <p>Spelling, grammar and punctuation elements integrated into writing units where applicable; alternatively taught as discrete SPaG sessions</p>					

Key vocabulary:	subject, object, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points, active, passive, formal, informal, subjunctive form
Assessment:	Teacher assessment collected at end of Term 2, 4 and 6 Regular opportunities to moderate across year group and phase, including County Moderation Old SPaG SATs assessment completed in Terms 2 and 4 with SATs in Term 5 Use of end of KS2 Writing framework
Support for children operating below ARE:	Access to laptop as alternative method of recording – use Word/Clicker Use of writing frames to support structure and content Support given to individuals/small groups who need to practice handwriting skills.

OVERVIEW OF SPaG CONTENT (Statutory requirements as stated in Grammar Appendix 2)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 1	letter capital letter	word singular plural	sentence full stop simple prefixes and suffixes	question mark exclamation mark	nouns	<i>Revise Year 1 content</i>
YEAR 2	<i>Recap Year 1 content</i> noun noun phrase	statement question exclamation command	adjective verb adverb using suffixes	past/present tense progressive form subordination coordination	apostrophe comma	<i>Revise Year 2 content</i>
YEAR 3	<i>Recap Year 2 content</i> vowel consonant	conjunction preposition adverbs	clause subordinate clause	direct speech inverted commas	word families prefixes present perfect	<i>Revise Year 3 content</i>
YEAR 4	<i>Recap Year 3 content</i>	pronoun possessive pronoun	plurals/possessive apostrophe	fronted adverbials	determiners	<i>Revise Year 4 content</i>
YEAR 5	<i>Recap Year 4 content</i>	modal verb adverbs of possibility	relative clause relative pronoun	bracket dash verb prefixes	Revise Year 5 content	<i>Introduce Year 6 content</i>
YEAR 6	<i>Recap Year 5 content</i>	subject/object synonyms antonyms	ellipsis, hyphen, colon, semi-colon, bullet points	active/passive formal/informal subjunctive form	Recap all KS2 content ahead of SATs in May	<i>Revise Year 6 content</i>