Darley and Summerbridge Primary School Federation

English (including Phonics)

Curriculum Handbook

Contents Page

Literacy Action Plan

Context: This document combines a review of last year's literacy action plan and the targets for the current year. It includes accountability to ensure responsibilities are clear.

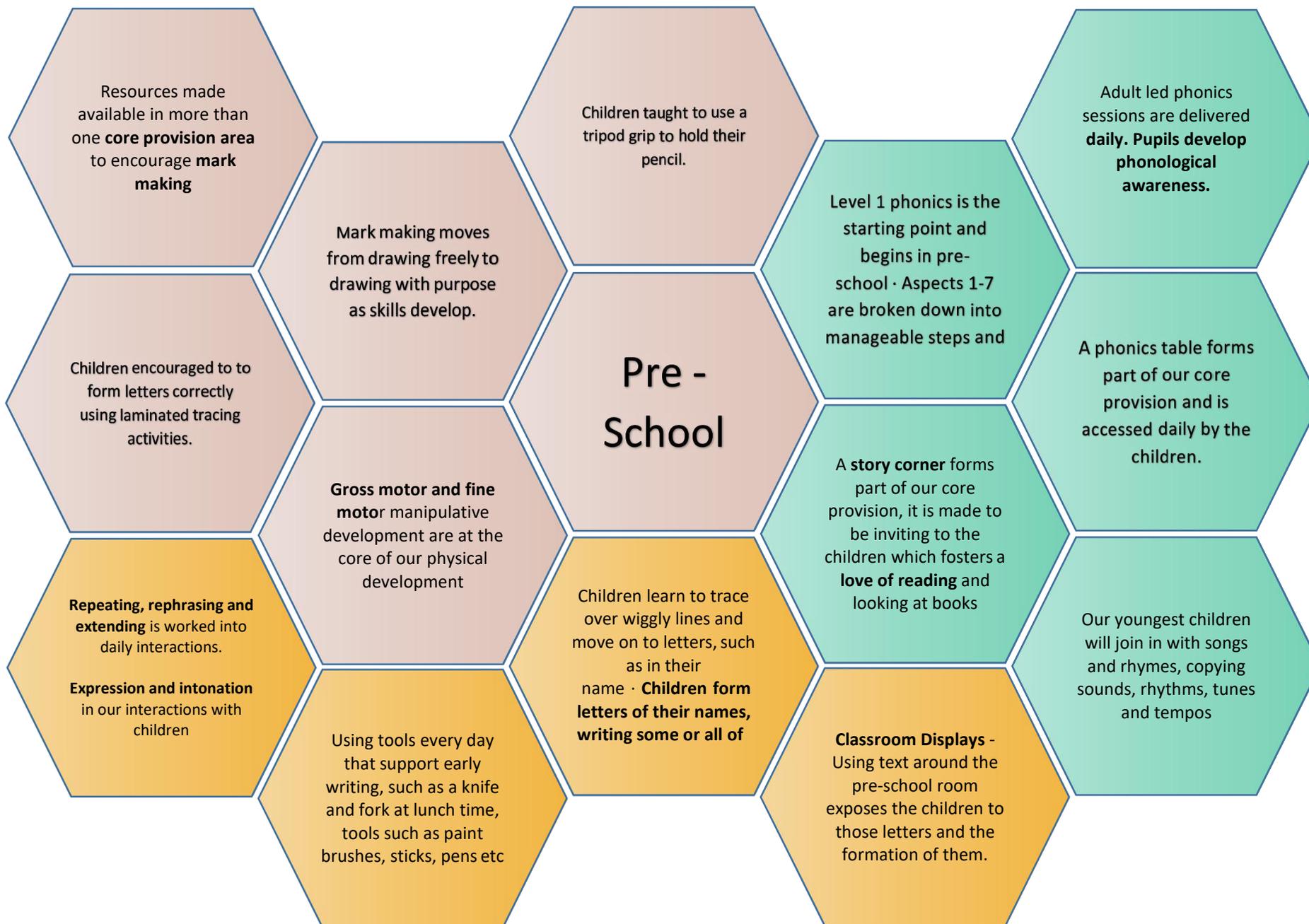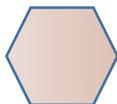| Priority / Review of 2024/25	Impact / Success Criteria Last Year	2025/26 Actions	Success Criteria 2025/26	Accountability
SPAG & phonics (Little Wandle)	New phonics scheme implemented; pilot positive; daily SPAG focus introduced.	Continue monitoring phonics delivery; adjust lessons based on assessment; extend support in KS2; maintain daily transcription/SPAG tasks.	Improved spelling, punctuation, and grammar; sustained progress into KS2; fewer pupils requiring interventions.	All Staff SL to monitor
Conduct Writing Audit based on new writing framework	Clearly planned transcription progression document. Handwriting progression clearly defined Sentence and editing progression outlined.	Conduct audit as a staff Identify areas for improvement across the curriculum Use books and pupil outcomes to asses the impact of our current english curriculum. Ensure that all staff (particularly new collegues) are using the planned progression. *If not - what support is needed?*	Ensure that our writing curriculum is in line with current expectation. Ensure that all staff are aware of the changes to the writing framework. Improve outcomes for pupils in writing.	AH
Handwriting	Progression document created	CPD for staff to ensure a consistent approach. Informed by the writing audit.	A clear progression implemented in handwriting. Improved outcomes for pupils.	All staff
Cross-curricular books for writing	Partially implemented; pupil engagement and teacher feedback positive but inconsistently applied across units.	Continue embedding Literacy Tree lessons; expand to additional units; monitor impact on writing across curriculum.	High pupil engagement; demonstrable improvement in writing across subjects; consistent teacher practice.	All Staff AH to monitor
Transcription policy	Policy developed; some consistency in practice; staff confidence improving.	Monitor implementation; provide ongoing training; share toolkit and resources; assess impact on transcription outcomes.	Standardised teaching of transcription; progression through key stages; improved handwriting, spelling, and presentation.	All Staff AH to monitor
Online learning tools	Reading Plus used effectively; motivation and engagement high in Darley.	Extend use of Reading Plus and other tools across federation; celebrate achievements; encourage home engagement.	Increased pupil engagement and home usage; improved reading fluency and comprehension; positive pupil feedback.	BW, CR, AC AH to monitor
Raising profile of reading and writing	Writing Days and author visits increased engagement; creative writing outcomes improved but unevenly across year groups.	Plan and deliver Writing Days, competitions, and author visits; embed extended writing and reading for comprehension across curriculum; target support for disadvantaged pupils. Update school library in both schools	High engagement in literacy events; improved writing outcomes across federation; stronger reading culture; targeted pupils make accelerated progress.	All Staff AH to monitor

Resources made available in more than one **core provision area** to encourage **mark making**

Mark making moves from drawing freely to drawing with purpose as skills develop.

Children taught to use a tripod grip to hold their pencil.

Adult led phonics sessions are delivered **daily. Pupils develop phonological awareness.**

Level 1 phonics is the starting point and begins in pre-school · Aspects 1-7 are broken down into manageable steps and

Children encouraged to to form letters correctly using laminated tracing activities.

Pre - School

A phonics table forms part of our core provision and is accessed daily by the children.

Gross motor and fine motor manipulative development are at the core of our physical development

A **story corner** forms part of our core provision, it is made to be inviting to the children which fosters a **love of reading** and looking at books

Repeating, rephrasing and extending is worked into daily interactions.

Expression and intonation in our interactions with children

Children learn to trace over wiggly lines and move on to letters, such as in their name · **Children form letters of their names, writing some or all of**

Our youngest children will join in with songs and rhymes, copying sounds, rhythms, tunes and tempos

Using tools every day that support early writing, such as a knife and fork at lunch time, tools such as paint brushes, sticks, pens etc

Classroom Displays - Using text around the pre-school room exposes the children to those letters and the formation of them.

Reception

Handwriting

Priorities mark making in provision areas. Using a variety of mediums: chalk, pastels and 'chunky' pencils.Both gross and fine motor skills developed throughout the year.

Asses Handwriting skills on entry into Reception to allow early adaptation of letter formation practice

'**Weekend Diaries**' are used to promote writing. Pictures and mark making develops to sentences as the year progresses.

Praise and reward - weekly '**handwriting Hero**' and '**Star Writing Award**' for independent writing in provision.

Handwriting aligned with Phonics lesson sequence. Using Phonics rhymes to encourage correct formation.

Punctuation and Grammar

Children use their Oracy skills to tell an adult what they would like to write. Adults give guidance towards correct grammar.

Children build punctuation skills over the year to use **capital letters and full stops** to demarcate their sentences.

Children are encouraged to use their phonics knowledge to make phonetically plausible spelling attempts.

Phonics and Spelling

Daily phonics session: Daily recap of learnt sounds. Opportunities to practice new sounds and letter formation daily.

A phonics rich environment - Phonics is worked in to provision areas

Spellings of 'tricky words' taught alongside SSP.

Tracking - sounds are checked weekly. racking of each phase and SMART booster sessions - pupils 'Keep up'.

'Daily Sentence' introduced through phonics sessions by the end of the Autumn term.

Communication - Sounds are sent home and supported by online teacher videos for parents.
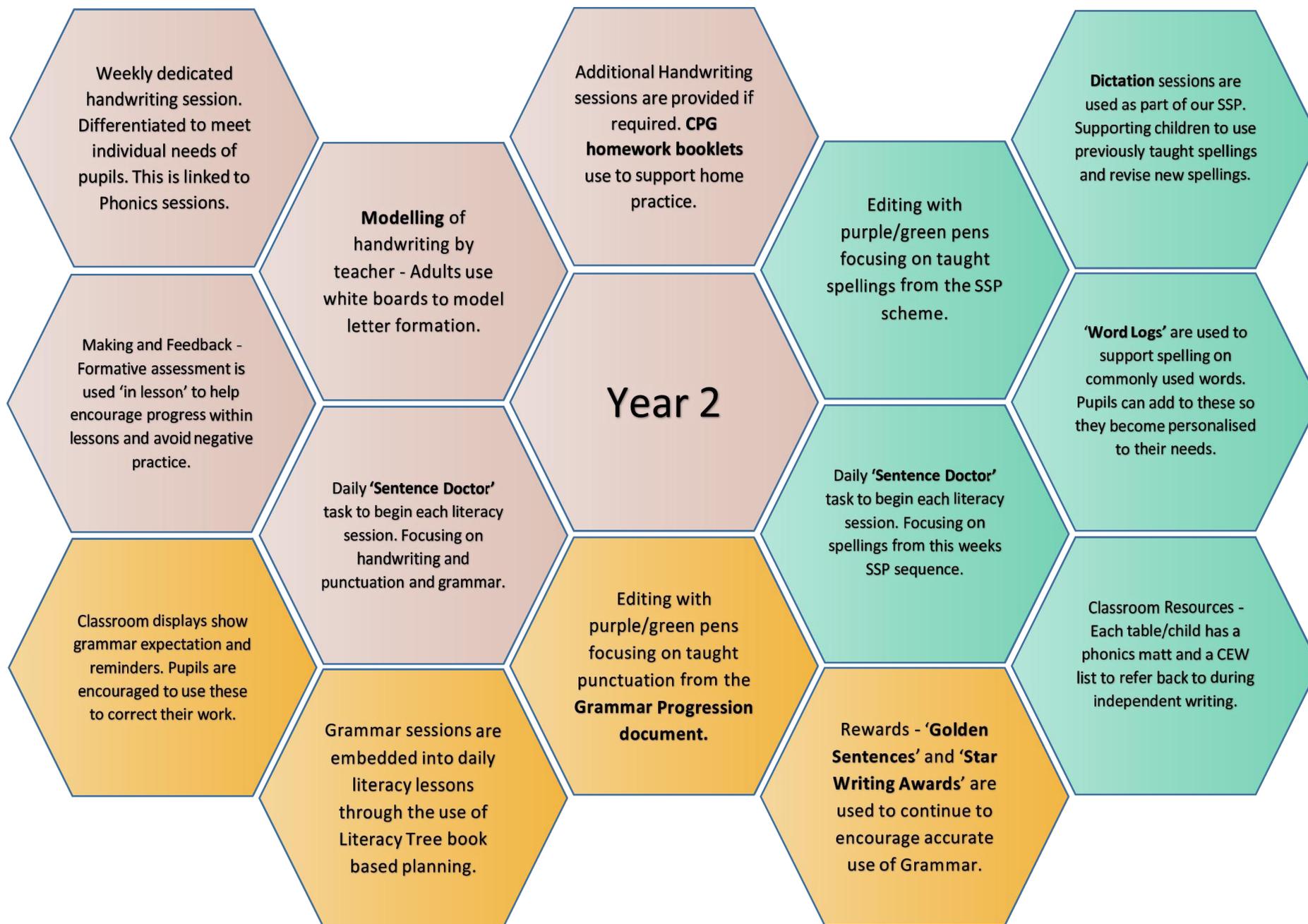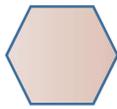
Year 1

Legend:
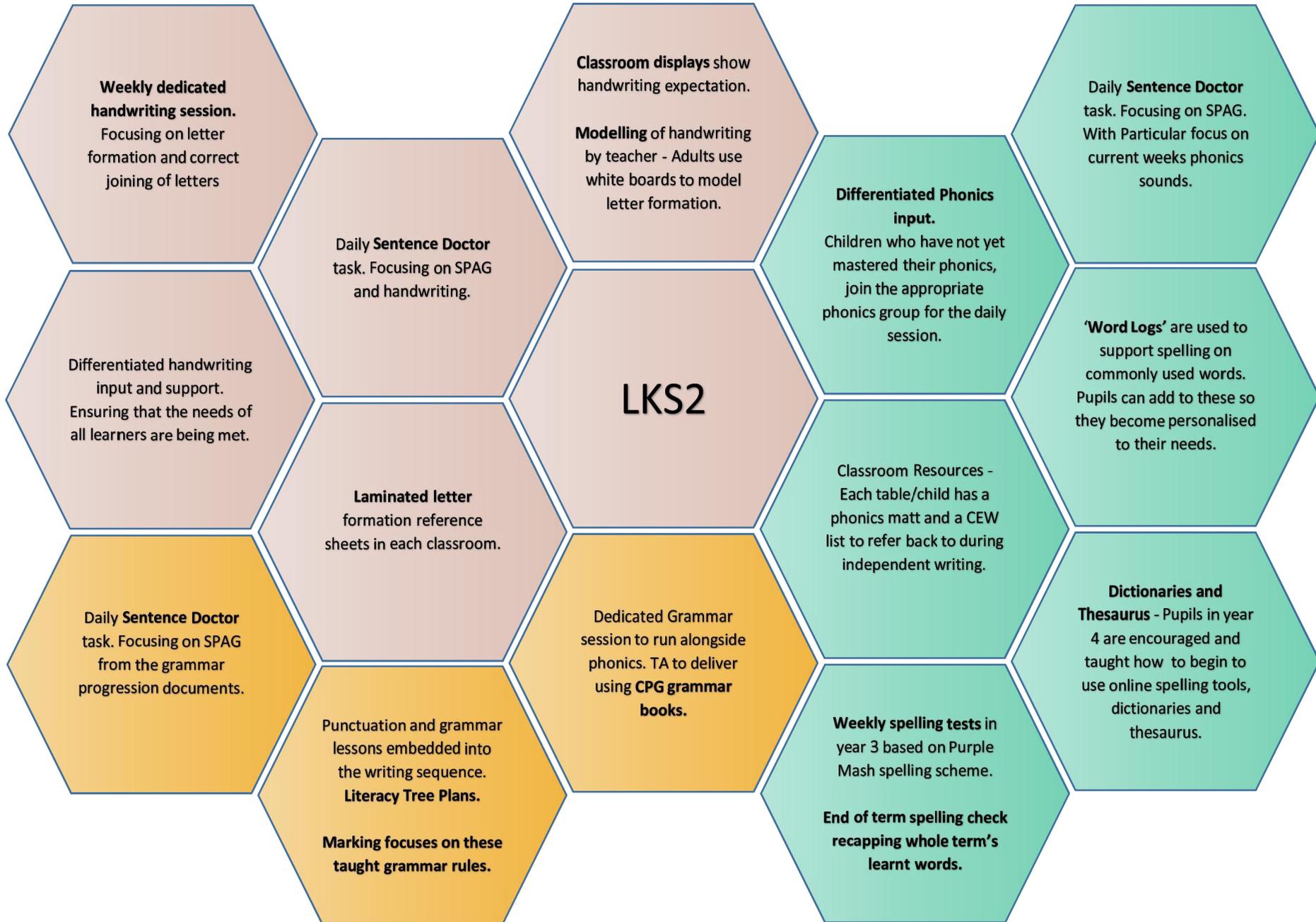- Handwriting
- Punctuation and Grammar
- Phonics and Spelling

Handwriting

Asses Handwriting skills Autumn 1 to allow early adaptation of letter formation practice

Handwriting Books based on letter families used weekly alongside transcription tasks which are used in conjunction with the phonics group sessions.

Cross-curricular writing used frequently. A consistent exception of handwriting in all subjects

Dictation used during phonics sessions to encourage letter formation.

Praise and reward - weekly '**handwriting Hero'** and '**Star Writing Award'** for independent writing in provision.

Teacher modelling of correct letter formation. 'In lesson' formative assessment used to encourage letter formation.

Punctuation and Grammar

Consistent use of the **Grammar Progression document** to ensure that punctuation and grammar skills are taught across the year.

Praise and reward - '**Golden Sentences'** are used in marking to highlight correct grammar and punctuation.

'**Talk for writing'** is used to orally rehearse sentences - recognising that pauses need punctuation.

Phonics and Spelling

Phonics is used to encourage correct phoneme/grapheme correspondence.

Daily Phonics lessons in small differentiated groups.

Dictation is used across the curriculum - this allows pupils to focus on their phonics knowledge as oppose to composition.

Marking and Feedback - incorrect spellings that should be known are corrected with opportunities to practice added to marking

Spelling words and weekly tests are linked to the phonics sounds that they have recently learnt.

Year 2

Weekly dedicated handwriting session. Differentiated to meet individual needs of pupils. This is linked to Phonics sessions.

Modelling of handwriting by teacher - Adults use white boards to model letter formation.

Additional Handwriting sessions are provided if required. **CPG homework booklets** use to support home practice.

Dictation sessions are used as part of our SSP. Supporting children to use previously taught spellings and revise new spellings.

Editing with purple/green pens focusing on taught spellings from the SSP scheme.

Making and Feedback - Formative assessment is used 'in lesson' to help encourage progress within lessons and avoid negative practice.

Daily **'Sentence Doctor'** task to begin each literacy session. Focusing on handwriting and punctuation and grammar.

'Word Logs' are used to support spelling on commonly used words. Pupils can add to these so they become personalised to their needs.

Daily **'Sentence Doctor'** task to begin each literacy session. Focusing on spellings from this weeks SSP sequence.

Classroom displays show grammar expectation and reminders. Pupils are encouraged to use these to correct their work.

Editing with purple/green pens focusing on taught punctuation from the **Grammar Progression document.**

Classroom Resources - Each table/child has a phonics matt and a CEW list to refer back to during independent writing.

Grammar sessions are embedded into daily literacy lessons through the use of Literacy Tree book based planning.

Rewards - **'Golden Sentences'** and **'Star Writing Awards'** are used to continue to encourage accurate use of Grammar.

Weekly dedicated handwriting session. Focusing on letter formation and correct joining of letters

Daily **Sentence Doctor** task. Focusing on SPAG and handwriting.

Classroom displays show handwriting expectation.

Modelling of handwriting by teacher - Adults use white boards to model letter formation.

Differentiated Phonics input. Children who have not yet mastered their phonics, join the appropriate phonics group for the daily session.

Daily **Sentence Doctor** task. Focusing on SPAG. With Particular focus on current weeks phonics sounds.

Differentiated handwriting input and support. Ensuring that the needs of all learners are being met.

LKS2

'**Word Logs**' are used to support spelling on commonly used words. Pupils can add to these so they become personalised to their needs.

Laminated letter formation reference sheets in each classroom.

Classroom Resources - Each table/child has a phonics matt and a CEW list to refer back to during independent writing.

Daily **Sentence Doctor** task. Focusing on SPAG from the grammar progression documents.

Dedicated Grammar session to run alongside phonics. TA to deliver using **CPG grammar books.**

Dictionaries and Thesaurus - Pupils in year 4 are encouraged and taught how to begin to use online spelling tools, dictionaries and thesaurus.

Punctuation and grammar lessons embedded into the writing sequence. **Literacy Tree Plans.**

Marking focuses on these taught grammar rules.

Weekly spelling tests in year 3 based on Purple Mash spelling scheme.

End of term spelling check recapping whole term's learnt words.

Legend

- **Handwriting**
- **Punctuation and Grammar**
- **Phonics and Spelling**

UKS2

Handwriting:

Children are only able to use a pen once they are correctly and consistently forming, sizing and joining across **all** books.

Daily **Sentence Doctor** task. Focusing on SPAG and **handwriting**.

Classroom displays show handwriting expectation.

Modelling of handwriting by teacher - Adults use white boards (or handwriting on IWB) to model letter formation.

CPG books used for additional homework for those pupils who need additional support.

Punctuation and Grammar:

Daily **Sentence Doctor** task. Focusing on SPAG from the grammar progression documents.

Punctuation and grammar lessons embedded into the writing sequence. **Literacy Tree Plans.**

Regular marking and feedback focusing on grammar errors. Adhering to our marking policy.

One to one makring of final written pieces.

Editing time given in **every writing** session. In line with our e**diting progression**

Longer editing sessions and peer to peer editing used for end of unit writing.

Phonics and Spelling:

Dictionaries and Thesaurus - Pupils are encouraged to use online spelling tools, dictionaries and thesaurus.

Daily **Sentence Doctor** task. Focusing on SPAG.

Sentences must include spellings from current weeks PM spellings.

Weekly spelling tests based on Purple Mash spelling scheme.

End of term spelling check recapping whole term's learnt words. *Peer to Peer check.*

Classroom Displays

Common missspelt words
Homophones
Topic Vocabulary
Phonics if appropriate (SEND)

Teachers use phonics to decode words when modelling spellings.

Daily 'Sentence Doctor' Task

To ensure that transcription skills are at the heart of every literacy lesson, a daily 'Sentence Doctor' task is used as a literacy starter. This task is an opportunity for pupils to practice their weekly spellings, their year group grammar expectation, commonly misspelt homophones and their handwriting skills.

This should also be used alongside the grammar progression tool to introduce and revise grammar.

Reception: Class discussion about missing punctuation and spellings in-line with grammar progression and known phonics sounds.

KS1 and KS2 : A differentiated sentence should be displayed or printed for pupils to edit and write out into their books.

This should be marked as a class. Pupils should be encouraged to edit their own work with their marking pens.

timmy didnt notise that the door was still open

unfortunatly their wont be any leftovers for the dogs today

mrs goody who was usually very well prepaird had forgotn to pack there bread nife

Spelling   **Punctuation**   **Handwriting**

timmy didn't <u>notise</u> that the door was still open.
T   notice

unfortunatly their wont be any leftovers for the dogs today.
U   ely
M   G

mrs goody, who was usually very well prepaird had forgotn to pack there bread nife .
their   K   prepared   tten

Spelling   **Punctuation**   **Handwriting**

Handwriting – Whole School Progression Map					
Teaching Sequence in Handwriting	This is the sequence that is followed: • **Hand and finger strength** • **Seating position** • **Pencil grip** • **Tracing** • **Patterns** • **Over teacher's writing (highlighter)** • **Under teacher's writing (directly under words – write in large letters, leave large spaces between words)** • **Independence**		These are the four-letter families and order that they are taught: • **Curly Caterpillar Letters: c, a, o, d, g, q, e, s,** • **Ladder Letters: l, i, t, u,** • **One-Armed Robot Letters: r, b, n, h, m, k, p** • **Zigzag Monster Letters: v, w, x, z** Then: • **More complex letters from the 4 families: f, j, y** • **Digits 0-9** • **Capital Letters A-Z - Capital letters do not join to lower case letters**		These are the four main joins and order that are taught and examples of the joins: • **Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.** • **Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.** • **Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.** • **4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.**
Year	Autumn (i)	Autumn (ii)	Spring (i)	Spring (ii)	Summer (i)	Summer (ii)
EYFS	Focus on mark making and developing fine motor skills • Teaching the correct seating position • Pencil Grip – Nip, Flip, Grip • Build strength Learn to write name	Continue as Autumn 1 Teach letter formation alongside phonic sounds. Extra practice in areas and with adults.	**Curly Caterpillar Letters:** c, a, o, d, g, q, e, s, (4 weeks) **Ladder Letters:** l, i, t, u, (2 weeks) Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning	**One Armed Robot Letters:** r, b, n, h, m, k, p (3 weeks) **Zig Zag Monster Letters:** v, w, x, z (2 weeks)	**More complex letters:** f, j, y (2 weeks) Consolidation of letter formation of lower case letters **Curly Caterpillar Letters:** c, a, o, d, g, q, e, s, (3 weeks) Use and apply in dictated sentences/ see spelling	**Ladder Letters:** l, i, t, u, (2 weeks) **One Armed Robot Letters:** r, b, n, h, m, k, p (3 weeks) **Zig Zag Monster Letters:** v, w, x, z (2 weeks)

1	Integrate the teaching of capital letters alongside the lower case letters **CC Letters**: c, a, o, d, g, q, e, s, (2 weeks) C,A,O,D,G,Q,E,S **L Letters**: l, i, t, u, (2 weeks) L,I,T,U **OAR Letters**: r, b, n, h, m, k, p (2 weeks) R,B,N,M,K,P **ZZM Letters**: v, w, x, z (2 weeks) V,W,X,Z More complex letters: f, j, y (2 weeks) F,J,Y Learn to write surname (copy)	**Teach the first join** – diagonal join to letters without ascenders (recap CL) ai, am, an, ao, ar, au C,A,O,D,G,Q,E,S (3 weeks) ca, ci, co, cu, ia, im, L,I,T,U (3 weeks) in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P (3 weeks) Learn to write surname independently	Continue with learning the first join mo, mu na, nc, nd V,W,X,Z (2 weeks) ne, ni, nn, no, np, nu (2 weeks) ua, ui, um, un, uo, (2 weeks) ag, aj, dy, ig, ip, lp (2 weeks) mp, np, ug, up (2 weeks) Recap as needed
2	Recap letter formation and letter groups lower case and CL (see year 1) Recap the first join - diagonal join to letters without ascenders	Focus on the first join but from a letter with an ascender to a letter without an ascender: da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu (6 weeks) Use a diagonal join to the letter 'c' ac, ec, ic, lc, uc (1 week) A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us (4 weeks) Continue to recap	Teach a diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue (2 weeks) Begin to **Teach the second join** – the horizontal join oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz (4 weeks) Continue with the second join – the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu (4 weeks) Continue to recap
3	Recap the first and second joins (see Year 2) Apply to words and dictated sentences.	Continue to teach the second join – the horizontal join: wa, wi, wn, wo, ws, wu, wy Teach a horizontal join to the letter 'e' oe, re, ve, we	Continue to teach the third join - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs,

		Teach the third join - a diagonal join from a letter to a letter with an ascender: ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et Tricky join – qu	Teach the third join - a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps
4	Recap the Third join, bringing in the first and second as well. Apply to words and dictated sentences.	Teach to join from the letter 's' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Teach the non joins - letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu, ga, ge, gi, gl, go, gr, gs, gu, wh	Practise writing words with capital letters. Practise combining all 4 joins when writing sentences.
5 and 6	Recap the letter families and all the joins daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 1 ai, am, an, ao, ar, au ca, ci, co, cu, ia, im, in, io, ir, iu, ma, mi, mm, mo, mu na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu ac, ec, ic, lc, uc as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue	Recap the letter families and all the joins daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 2 oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu wa, wi, wn, wo, ws, wu, wy oe, re, ve, we	Recap the letter families and all the joins daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 3 ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, bu, ba, be, bi, bl, bo, br, bs, th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt pu, pa, pe, pi, pl, po, pr, ps

Writing Rational

At the Darley and Summerbridge Federation, we endeavour to create a love for literacy and to develop each child's author voice. We want every child to leave with the skills they need to write, using the structure and organisation to suit their genre. Within this we want them to leave the school with a challenging and sophisticated bank of vocabulary and excellent knowledge of writing techniques to use in both fact and fiction work. Our aim is to have each child displaying excellent transcription skills making their work well presented, punctuated, spelt correctly and neat. The use of edits and re-reads being used to improve their final writing to the best of their individual abilities. To achieve all this, we pride ourselves on immersing the children with good quality literature from a wide range of sources. We expect the highest standards of writing every time a child writes in *any* subject.

Intent

- The English curriculum is focussed on the production of high quality writing using a clear teaching and assessment structure.

- Our ambition is for all pupils to reach at least the expected standard in writing and SPAG by the end of KS2, unless their SEND needs impact significantly on their writing development.

- Our curriculum is language rich to develop pupils into having a diverse and rich vocabulary.

- The English and foundation subject curriculum provide opportunities which enable meaningful connections to be made to enable a cross curricular approach.

- Knowledge and skills are sequenced well enabling pupils to develop incrementally to achieve their potential. Also, pupils will have a wide and rich vocabulary and understanding of the meaning of the words that they encounter.

Implementation

- Units of work are planned in each Key Stage which challenge and build on prior knowledge and skills. These consider the needs of each group of learners and those pupils with individual needs.

- Units of work cover all the genres within KS1 and KS2 thus providing a range of writing opportunities.

- Lessons are planned from the Literacy Tree planning

- Lessons are adapted as necessary to meet the needs of our mixed age classes.

- English skills progression documents are used to ensure that pupils build on the knowledge and skills required within each year group.

- SPAG is taught both discretely and within English writing units to enable long term memory acquisition.

- Opportunities are built into the planning cycle to enable pupils to revisit their knowledge and skills to ensure long term memory acquisition.

- Each child's progress is tracked using an assessment grid produced for each year group.

Impact

- The impact of this approach will be reviewed on an annual basis.

- The attainment in writing and SPAG is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the attainment of children nationally.

- Attainment in writing is also assessed termly to review their progress against our writing skills progression document

Spelling Progression Documents

Throughout EYFS and KS1 spelling lessons are focused around the phonics sounds that children are focusing on each week. Once children have progressed beyond Phase 6 phonics, our spelling lessons are based on the spelling progression outlined in the national curriculum. To support this further, we follow the Purple Mash spelling scheme, which allows the children to practice their spellings weekly online. Their knowledge of these spellings is then tested by completing a dictation exercise each week. At the end of each half term, these spellings are reviewed.

Topic Vocabulary is displayed in each classroom for the pupils to refer back to – encouraging pupils to spell topic vocabulary correctly and giving them to confidence to use them in their independent work.

Commonly misspelt words and incorrectly used homophones are displayed in classrooms to support pupils' independent spelling.

Purple Mash Spelling Scheme – Statutory Coverage for Years 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	Year 4 – Autumn 2 – Week 5
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 2
The /ʌ/ sound spelt ou	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 3
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings. The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im-. Before a root word starting with r, in– becomes ir-. re– means 'again' or 'back'. sub– means 'under'. inter– means 'between' or 'among'.	Year 3 – Autumn 2 – Week 5 (in-) Year 3 – Spring 1 – Week 2 (super-) Year 3 – Spring 1 – Week 3 (im-) Year 3 – Spring 2 – Week 3 (re-) Year 4 – Autumn 2 – Week 1 (dis- & mis-) Year 4 – Autumn 2 – Week 2 (il-) Year 4 – Summer 1 – Week 3 (sub-, anti- & auto-) Year 4 – Summer 1 – Week 5 (inter-)

	super– means 'above'. anti– means 'against'. auto– means 'self' or 'own'.	
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	Year 4 – Autumn 2 – Week 3
The suffix –ly	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. **Exceptions:** (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with –le, the –le is changed to –ly. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. (4) The words truly, duly, wholly	Year 3 – Summer 1 – Week 2 Year 3 – Summer 1 – Week 3 Year 4 – Summer 1 – Week 2
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	Year 3 – Spring 2 – Week 5
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	Year 3 – Spring 1 – Week 5
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.	Year 4 – Spring 2 – Week 2 Year 4 – Spring 2 – Week 3

	–**our** is changed to –**or** before –**ous** is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the –**ous** ending, it is usually spelt as **i**, but a few words have **e**.	
Endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –**ion** and –**ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word. –**tion** is the most common spelling. It is used if the root word ends in **t** or **te**. –**ssion** is used if the root word ends in **ss** or –**mit**. –**sion** is used if the root word ends in **d** or **se**. **Exceptions:** attend – attention, intend – intention. –**cian** is used if the root word ends in **c** or **cs**.	Year 3 – Autumn 2 – Week 1 (-cian) Year 3 – Spring 2 – Week 1 (-tion) Year 3 – Spring 2 – Week 2 (-sion) Year 4 – Autumn 1 – Week 5 (-sion) Year 4 – Spring 1 – Week 3 (-ssion) Year 4 – Spring 2 – Week 1 (-tion)
Words with the /k/ sound spelt ch (Greek in origin)		Year 4 – Spring 1 – Week 5
Words with the /ʃ/ sound spelt ch (mostly French in origin)		Year 3 – Autumn 1 – Week 5
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)		Year 4 – Spring 1 – Week 2
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	Year 4 – Autumn 1 – Week 3
Words with the /eɪ/ sound spelt ei, eigh, or ey		Year 3 – Autumn 1 – Week 3
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –**s** is not added if the plural already	Year 4 – Summer 2 – Week 1 Year 4 – Summer 2 – Week 2

	ends in –**s**, but is added if the plural does not end in –**s** (i.e. is an irregular plural – e.g. children's).	
Homophones and near-homophones		Year 3 – Autumn 1 – Week 1 Year 3 – Autumn 1 – Week 2 Year 3 – Summer 1 – Week 5 Year 4 – Autumn 1 – Week 1 Year 4 – Autumn 1 – Week 1 Year 4 – Spring 2 – Week 5
Word list – years 3 and 4		Year 3 – Autumn 1 – Week 4 Year 3 – Autumn 2 – Week 4 Year 3 – Spring 1 – Week 4 Year 3 – Spring 2 – Week 4 Year 3 – Summer 1 – Week 4 Year 3 – Summer 2 – Week 3 Year 4 – Autumn 1 – Week 4 Year 4 – Autumn 2 – Week 4 Year 4 – Spring 1 – Week 4 Year 4 – Spring 2 – Week 4 Year 4 – Summer 1 – Week 4

Purple Mash Spelling Scheme – Statutory Coverage for Years 5 and 6

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. **Exception:** anxious.	Year 5 – Spring 2 – Week 1 Year 6 – Spring 1 – Week 2
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. **Exceptions:** initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	Year 6 – Spring 1 – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –**ant** and –**ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue. Use –**ent** and –**ence/–ency** after soft c (/s/ sound), soft g (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Year 5 – Spring 2 – Week 2 (-ancy) Year 6 – Spring 2 – Week 2 (-ent, -ence & -ency) Year 6 – Spring 2 – Week 5 (-ance) Year 6 – Summer 2 – Week 2 (-ant)
Words ending in –able and –ible Words ending in –ably and –ibly	The –**able/–ably** endings are far more common than the –**ible/–ibly** endings.	Year 5 – Autumn 1 – Week 5 (-able & -ably) Year 5 – Spring 1 – Week 3 (-able) Year 5 – Summer 1 – Week 3 (-ably)

	As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in –**ation**. If the **–able** ending is added to a word ending in –**ce** or –**ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –**able** ending. The –**able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –**ation**. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the **y** changes to **i** in accordance with the rule. The –**ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	Year 6 – Autumn 1 – Week 5 (-able & -ible) Year 6 – Autumn 2 – Week 3 (-ible & -ibly)
Adding suffixes beginning with vowel letters to words ending in – fer	The **r** is doubled if the **–fer** is still stressed when the ending is added. The **r** is not doubled if the **–fer** is no longer stressed.	Year 6 – Autumn 2 – Week 1
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	Year 6 – Summer 1 – Week 3
Words with the /iː/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by **ei** is /iː/.	Year 5 – Autumn 2 – Week 2 Year 5 – Autumn 2 – Week 3 (exceptions)

	Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	
Words containing the letter-string ough	**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	Year 5 – Autumn 2 – Week 5 Year 5 – Spring 1 – Week 2 Year 6 – Autumn 2 – Week 5
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word loch.	Year 5 – Autumn 2 – Week 1 (silent k) Year 5 – Spring 2 – Week 5 Year 5 – Summer 1 – Week 5 (silent w) Year 5 – Summer 2 – Week 2 (silent b) Year 6 – Spring 2 – Week 1
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –**ce** and verbs end –**se**. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt **c**.	Year 5 – Spring 1 – Week 5 Year 5 – Spring 2 – Week 3 Year 5 – Summer 1 – Week 2 Year 6 – Autumn 1 – Week 3 Year 6 – Spring 1 – Week 5
Word list – years 5 and 6		Year 5 – Autumn 1 – Week 4 Year 5 – Autumn 2 – Week 4 Year 5 – Spring 1 – Week 4 Year 5 – Spring 2 – Week 4 Year 5 – Summer 1 – Week 4 Year 5 – Summer 2 – Week 3 Year 6 – Autumn 1 – Week 4 Year 6 – Autumn 2 – Week 4 Year 6 – Spring 1 – Week 4 Year 6 – Spring 2 – Week 4 Year 6 – Summer 1 – Week 4 Year 6 – Summer 2 – Week 3

Grammar Progression

The purpose of this document is to chronologically organise everything that pupils need to know to be able to write confidently and to tackle the SPaG test, incorporating all of the 2014 National Curriculum for grammar. The material has been arranged in order to support progression. However, it is not always applicable to follow this structure; this is left to professional judgement.

Explanations and examples have been added to provide clarity and possible illustrations for the children. It can be used from Key Stage 1 to Key Stage 2 and be passed on from teacher to teacher to provide information about what has already been taught and what needs further work or coverage.

This is not a definitive document for grammar, but it covers everything that is needed for the test and more. Punctuation is not covered, except in the case of inverted commas. Pupils are not required to learn all of the terminology; this is there for the teacher's reference and it is left to the professional to decide whether it is to be shared with pupils.

Year 1 Grammar Coverage

Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: *and, but*	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: *a cool cat* *a sneaky snake*	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: *fast – faster – fastest*
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: *up, down, in, into, out, to, onto, under, inside, outside, above*	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use connectives of sequence: *first, second, then*	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: *happy – unhappy* *kind – unkind*	Similes: *as big as an elephant*	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: *He walked to school.*	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": *I/you/we have* *he/she has* *I/you/we do* *he/she does* *I am* *you/we are* *he/she is*	Use capital letters for days of the week	Use determiners: *the, a, an, my your, his, her*	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

Suffixes – adding "-ness" and "-er" to form a noun: *kind – kindness* *teach – teacher*	Adding "-ly" to an adjective to make an adverb: *quick – quickly*	Ask a question and use a question mark	Form simple past tense by adding "-ed": *He played at school.*	Move from generic nouns to specific nouns, eg, *"dog"* to *"terrier"*	Similes using "like": *…like hot chillies…* *…cold like a glacier*
Compound nouns: noun + noun (*football*) adjective + noun (*whiteboard*)	Coordinating conjunctions to create a compound sentence: *Or, and, but*	Command, using the imperative form of a verb: *give…* *take…*	Use past continuous (progressive) tense *He was playing at school.*	Temporal connectives: *next, last, an hour later*	Use the prepositional phrases: *behind, above, along, before, between, after*
Suffixes – formation of adjectives by adding "-ful": *care – careful*	Subordinate conjunctions to create a complex sentence: *when* *if , that, because*	Write a sentence that ends with an exclamation mark	Using commas to separate lists: *He had a bag, ball and carpet.*	Use first, second and third person with subject-verb agreement	Using determiners/generalisers: *most , some all, many much, more*
Suffixes – formation of adjectives by adding "-less": *help – helpless*	Write expanded noun phrases: determiner + adjective + noun (*the red balloon*) determiner + noun + prepositional phrase (*the cat in the basket*)	Use simple present tense, showing subject-verb agreement: **Infinitive (add "s" to the third person)** *I like* *he/she likes* *we like* *they like* *you like*	Apostrophes of omission: *he didn't* *he couldn't*	Onomatopoeia	
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": *big – bigger – biggest*	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: **"to be" + "-ing"** *I am playing* *he/she is playing* *they are playing*	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): *dancing dandelions hiding hyenas*	

Formation of nouns using **prefixes**: *auto- anti- super- under-*	Expressing time, place and cause, using **prepositions**: *before, after, during, in, because of*	**Exaggerated language**: *unbelievable, glorious, etc.*	To make the **plural** for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"	**Pronouns –** To know the difference between the subject and object with the personal pronoun	**Pronouns –** Possessive adjectives *my, your, his, hers, its, ours, theirs*
Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")	**Verbs –** Present perfect: **"has/have" + past participle** *She has gone to the shops.* instead of *She went to the shops.*	Specific/technical vocabulary to add detail: **Siamese** cats are a **variety** that can live to a great age. The **species** has many unusual **features** for a **feline**.	To make the **plural** for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": *wolf – wolves* Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: *chief – chiefs*	**Quantifiers:** *enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several*	**Verbs –** Use irregular simple past-tense verbs *awake – awoke blow – blew*
Word families for meaning, word class and spelling: *solve, solution, solving, solved, solver, dissolved, soluble, insoluble*	**Powerful verbs**: Synonyms for verbs such as "said" or "go" to create more powerful verbs	**Inverted commas:** Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	**Compound sentences** with co-ordinating conjunctions: *and but or so for nor yet*	The difference between a phrase and a clause	**Verbs –** Past perfect: **"had" + past participle**
Expressing time, place and cause using **conjunctions**: *when, before, after, while, so, because*	**Prepositions:** *next to, by the side of, in front of, during, though, throughout, because of*	Word families based on common words: *fear, feared, fearful, fears, fearfully*	**Complex sentences** using subordinate conjunctions: *until although even if*	Pattern of three for **persuasion**: *Fun. Exciting. Adventerous!*	Homophones and their meanings: *bear – bare pear – pair*

Year 4 Grammar Coverage

Possessive apostrophes for regular singular and plural nouns	Using either a **pronoun** or the noun in sentences for cohesion and to avoid repetition	**Prepositions:** *at, underneath, since, towards, beneath, beyond*	**Compound nouns** using hyphens	**Repetition to persuade:** *Fun for now, fun for life*	**Possessive apostrophes** for regular singular and plural nouns
Informal and formal language	**Possessive pronouns:** *yours, mine, theirs ours, hers, his, its*	**Plurals** for nouns ending with a "y": change the "y" to an "i" and add "-es" *baby – babies*	**Starting a sentence with "-ing"**, using a comma to demarcate the subordinate clause: *Flying through the air, Harry crashed into a hidden tree.*	**Drop-in clause with an "-ing" verb:** *Tom, smiling secretly, hid the magic potion book.* Place a comma on either side of the subordinate clause.	**Informal and formal language**
Expanded noun phrases: Changing *The teacher* to *The strict English teacher with the grey beard*	**Specific determiners:** *their, whose, this, that, these, those, which*	**Verbs** ending in "y": change the "y" to an "i" and add "-es" *carry – carries*	**Comparative and superlative adjectives:** Change the "y" to an "i" and add either "-er" or "-est" *happy – happier – happiest*	A sentence that gives three actions: *Tom slammed the door, threw his books on the floor and slumped to the ground.*	**Expanded noun phrases:** Changing *The teacher* to *The strict English teacher with the grey beard*
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	**Verbs –** Past perfect continuous: ***"had" + past participle + "-ing"***	Know the difference between a preposition and an adverb	Capital letters for **proper nouns**: names, places, days of the week, months, titles and languages	**Prefixes** to give the antonym: "im-", "in-", "ir-", "il-"	**Fronted adverbials** followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"
Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	**Powerful verbs** Find synonyms of words to up-level sentences and give a greater effect	**Verbs –** Modal verbs: *could, should, would*	**Compound sentences** using all the co-ordinating conjunctions	**Adjectives** ending in "-ed": *frightened, scared,* etc.	**Plural nouns** of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"

Year 5 Grammar Coverage

Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	**Brackets for parenthesis**	Developing technical language	**Editing** sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	**Metaphors**
Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	**Dashes for parenthesis**	Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause	**Drop-in "-ed" clauses:** *Poor Tom, frightened by the fierce dragon, ran home.*	**Future tense verbs**	**Rhetorical questions**
Indicating degrees of possibility using **modal verbs**: *might, should, will, must*	**Commas for parenthesis**	**Connectives** to build cohesions: - Exemplification - Results - To summarise - To sequence	**Indefinite pronouns:** *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*	Onomatopoeia	**Personification**
Indicating degrees of possibility using **adverbs**: *perhaps, surely*	**Relative pronouns:** *who which that whom whose*	**Start a sentence** with an expanded "-ed" clause: *Frightened of the dark, Tom hid under the bed all night.*	Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*)	**Colons** for play scripts and to start a list	Secure use of **compound sentences**
Embellishing simple sentences	**Relative clauses** to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing **fronted prepositional phrases** for greater effect: *Throughout the stormy winter… Far beneath the frozen soil…*	Speech in inverted commas		

Year 6 Grammar Coverage

Informal and formal speech: *find out / discover* *ask for / request* *go in / enter* Using question tags for informality: *He's in your class, isn't he?* Use the subjunctive for formal writing: *If I were you…*	Use **inverted commas** accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	**Dashes** to mark the boundary between clauses: *It's raining – I'm fed up*	**Semicolons** to demarcate within a list	**Simple sentences and how to embellish them**	**Modal verbs**
Abstract nouns	**Repetition for effect:** persuasion, suspense, emphasis	**Colon and bullet points** for a list	**Alliteration**	Consolidating **compound sentences** and coordinating conjunctions	**Auxiliary verbs**
Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	**Connectives** to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise	**Hyphens for compound words** to avoid ambiguity: *man eating shark* or *man-eating shark*	**Similes**	**Complex sentences** and subordinate conjunctions	**Tense (past, present and future)**
Antonyms: using prefixes	**Layout devices** such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the **subject and object** of the sentence	**Metaphors**	Combining **complex and compound clauses** to create a sentence	**Pronouns: relative and possessive**
Collective nouns	**Colons** to mark the boundary between clauses: *It's sunny: I'm going out to play.*	**Ellipses** to create suspense and to show missing words in a quote	**Personification**	**Rhetorical questions**	**Relative clauses**

Sentence Skills Progression - Class 1

Composition	Vocabulary, grammar and punctuation

Pupils should be taught to:
write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
 	
discuss what they have written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher.
	Pupils should be taught to develop their understanding of English concepts by:
	leaving spaces between words
	  - joining words and joining clauses using and
	  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
	using the correct grammatical terminology in discussing their writing

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology for pupils

Fiction:
 	
Planning Tools: Story map / story mountain
(Refer to Story-Type grids)
 	
Plan opening around character(s), setting, time of day and type of weather
 	
Understanding - beginning /middle /end to a story
Understanding - 5 parts to a story:
 	
Opening
Once upon a time...
Build-up
One day...
 	
Problem / Dilemma
Suddenly,.../ Unfortunately,...
	Types of sentences:
	Statements
	Questions
	Exclamations
	
	Simple Connectives:
	and or
	but so
	because
	so that
	then that
	while when
	where
	Also as openers:
	While...
	When...
	Where...
	-'ly' openers
	Fortunately,...Unfortunately, Sadly,...
	Simple sentences e.g.
	I went to the park
	The castle is haunted.
		Prepositions:
		inside
		outside
		towards
		across
		under
		
		Determiners:
		the a my your an this
		that his her their some
		all lots of many more
		those these
		
		Adjectives to describe
		e.g. *The **old** house...*
		     *The **huge** elephant...*
		
		Alliteration
		e.g. *dangerous dragon*
		     slimy snake
		
		Similes using as....as...
			Capital Letters:
			Capital letter for names
			
			Capital letter for the personal pronoun I
			
			Full stops
			
			Question marks
			
			Exclamation marks
			
			Speech bubble
			
			Bullet points
				Finger spaces
				(Separation of words)
				
				Letter
				
				Word
				
				Sentence
				
				Full stops
				
				Capital letter
				
				Simile – 'like'
				
				Punctuation
				
				Question mark
				
				Exclamation mark
				
				Speech bubble

Resolution *Fortunately,...* **Ending** *Finally,....* **Non-fiction:** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a them Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	**Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings **and** slid down the slide.* *Spiders can be small **or** they can be large.* *Charlie hid **but** Sally found him.* *It was raining **so** they put on their coats.* **Complex sentences:** **Use of 'who' (relative clause)** e.g. *Once upon a time there was a little old woman **who** lived in a forest.* *There are many children **who** like to eat ice cream.* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	e.g. *as tall as a house* *as red as a radish* **Precise, clear language to give information e**.g. *First, switch on the red button.* *Next, wait for the green light to flash...* Regular **plural noun suffixes** *-s* or *-es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** (negation, e.g. *unkind*, or undoing, e.g. *untie the boat*)		Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'

Composition	Vocabulary, grammar and punctuation
Pupils should be taught to: develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - 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 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.	Pupils should be taught to: develop their understanding of English concepts by: - learning 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 possessive (singular) Learn how to use: - sentences with different forms: statement, question, exclamation, command - 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) - the grammar for year 2 - some features of written Standard English - the correct grammatical terminology

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather	*Consolidate Year 1 list* **Introduce:** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …*	*Consolidate Year 1 list* **Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch slimy slugs* **Similes using…like…**	*Consolidate Year 1 list* **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks	*Consolidate:* **Punctuation** - Finger spaces - Letter - Word - Sentence - Full stops - Capital letter - Question mark - Exclamation mark

Understanding 5 parts to a story with more complex vocabulary	Vary openers to sentences	e.g. ... like sizzling sausages ...hot like a fire	**Commas** to separate items in a list	• Speech bubble • Bullet points
Opening e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,*	**Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.*	**Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.*	**Comma** after –ly opener e.g. *Fortunately,…..Slowly,….* **Speech bubbles /speech marks for direct speech**	Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'/ 'like'
Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	**Secure use of compound sentences (Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g. Sam, **who** was lost, sat down and cried.	**Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.*	**Apostrophes to mark contracted forms in spelling** e.g. *don't, can't*	**Introduce:**
Non-Fiction **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**	The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly.	**Adverbs for information** e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.		**Apostrophe (contractions only)** **Commas for description** 'Speech marks'
Introduce: **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question	**Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if /to/until* e.g. **While** *the animals were munching breakfast, two visitors arrived* *During the Autumn,* **when** *the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for	**Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** such as –ful, –less		**Suffix** **Verb /** adverb Bossy verbs **Tense (past, present, future)** **Adjective / noun** Generalisers

Composition	Vocabulary, grammar and punctuation

Pupils should be taught to:
plan their writing by:
   - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
   - discussing and recording ideas
draft and write by:
   - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
   - organising paragraphs around a theme
   - in narratives, creating settings, characters and plot
   - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
 	
evaluate and edit by:
   - assessing the effectiveness of their own and others' writing and suggesting improvements
   - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 	
proof-read for spelling and punctuation errors
 	
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
	Pupils should be taught to:
	develop their understanding of English concepts by:
	   - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
	   - using the present perfect form of verbs in contrast to the past tense
	   - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	   - using conjunctions, adverbs and prepositions to express time and cause
	   - using fronted adverbials
	   - learning the grammar for year 4
	
	indicate grammatical and other features by:
	   - using commas after fronted adverbials
	   - indicating possession by using the possessive apostrophe with plural nouns
	   - using and punctuating direct speech
	
	use and understand the correct grammatical terminology accurately and appropriately when discussing their writing and reading.

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 3 list	*Consolidate Year 3 list*	*Consolidate Year 3 list*	*Consolidate Year 3 list*	*Consolidate:*

Introduce:
Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids
(Refer to Story Types grids)
 	
Plan opening using:
	Introduce:
	
	Long and short sentences:
	Long sentences to enhance description or information
	
	Short sentences to move events on quickly
		Introduce:
		Prepositions
		at underneath since towards beneath beyond
		
		Conditionals - *could, should, would*
			Introduce:
			Commas to mark clauses
			
			Full punctuation for direct speech:
			Each new speaker on a new line
				Punctuation
				  • Finger spaces
				  • Letter
				  • Word
				  • Sentence
				  • Full stops
				  • Capital letter

Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** Introduce: **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs	e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **-'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.* **Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* *Hopping speedily towards the pool, the frog dived underneath the leaves.* **Drop in -'ing' clause** e.g.	**Comparative** and **superlative** adjectives e.g. *small…smaller…smallest good…better…best* **Proper nouns**-refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference between plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)	Comma between direct speech and reporting clause e.g. *"It's late,"* gasped Cinderella! **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots*)	• **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3** – description, action • Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective **Conjunction** **Preposition** Determiner/ generaliser **Clause** **Subordinate clause**

Composition	Vocabulary, grammar and punctuation
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 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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 proof-read for spelling and punctuation errors	Pupils should be taught to: develop their understanding of English concepts by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - 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 - learning the grammar for year 5 indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently use and understand the correct grammatical terminology appropriately in discussing their writing and reading.

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 4 list	*Consolidate Year 4 list*	*Consolidate Year 4 list*	*Consolidate Year 4 list*	Consolidate:
Introduce: **Secure independent use of planning tools** Story mountain /grids/flow diagrams (Refer to Story Types grids) **Plan opening using:** Description /action/dialogue **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction** –should include action / description -character or setting / dialogue **Build-up** –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be resolved **Resolution** –clear links with dilemma **Ending** –character could reflect on events, any changes or lessons, look forward to the future ask a question. **Non-Fiction**	Introduce: **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions: **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George fell to his knees.* **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move.* *Throughout the night, the wind howled like an injured creature.* **Drop in –'ed' clause** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Sentence reshaping techniques**	Introduce: **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; – ify)* **Verb prefixes** (e.g. *dis-, de-, mis-, over- and re-)*	Introduce: **Rhetorical question** **Dashes** **Brackets** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	Consolidate: **Punctuation** • Letter/ Word • Sentence • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun Verb / Adverb Bossy vbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive

(Refer to Connectives and Sentence Signposts document for Introduction and Endings) **Introduce:** **Independent planning** across all genres and application Secure use of range of layouts suitable to text. **Structure:** Introduction / Middle / Ending **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	e.g. lengthening or shortening sentence for meaning and /or effect **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ....through the lonely streets ....at midnight* **Use of rhetorical questions** **Stage directions in speech** (speech + verb + action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.* **Indicating degrees of possibility using modal verbs** *(e.g. might, should, will, must) or adverbs (perhaps, surely)*			Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – 'as'/ 'like' Synonyms **Introduce:** • **Relative clause/ pronoun** • **Modal verb** • **Parenthesis** • **Bracket- dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question

Editing Progression

We understand that for pupils to be successful in their writing in KS2, they need to be able to edit and improve their own work.

To ensure that our pupils are able to edit their work independently by the time they leave primary school, we have designed an editing progression that builds editing skills in an age appropriate way.

	Editing Progression – By the end of the year, pupils should be able to…
Year 1	- Re-read what they have written to check it makes sense - Look for **capital letters and full stops**
Year 2	- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Look for **capital letters and full stops.** - Begin to use **commas for clarity** - Discuss what they have written with the teacher or other pupils - Proof-read to check for errors in spelling *that they know* - Be able to spell their 'tricky words' and common exception words.

Year 3	- Be able to spell and correct words from the year 3 and 4 spelling list. - Looks for **capital letters, full stops and accurately use commas for clarit**y - Use **apostrophes for contractions** –mostly accurately - Use **question marks and exclamation marks** – mostly accurately
Year 4	- As above - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Be able to spell and correct words from the year 3 and 4 spelling list.
Year 5	- Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout the piece - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register **Proof-read for spelling and punctuation errors** - Be able to suggest vocabulary improvements using a given list of topic words - Be able to spell and correct words from the year 3 and 4 spelling list. - Be able to spell and correct words from the year 5 and 6 spelling list.
Year 6	As above, but with increasing accuracy.

Assessed Writing Units

The writing progression documents are used with the following aims:

- To ensure that we are able to moderate our writing across the federation
- To work towards a more consistent approach to the delivery of literacy
- To ensure that writing is linked to our spiral curriculum
- Embed the use of high quality texts

Writing will be moderated once per term in line with our existing assessment cycle.

As these units take between 3 and 4 weeks, other writing units may be used by the class teacher to further enhance our writing curriculum.

Much of the grammar coverage is incorporated into these writing units. However, other grammar lessons will need to be taught (discrete or within other writing units) to ensure that the grammar coverage for each year is me

Two Year Assessed Write Cycle - Class 1

	Class 1		Year A Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	PSHE—Aiming High	Geography—the UK	Science—Properties of Materials	Science—Plants and Growing	Geography - Travel and Transport	Geography—Africa
Assessed write	LEO AND THE OCTOPUS	Alexis Deacon BEEGU	Izzy Gizmo	The Tiny Seed	The Magic Bed	BRINGING THE RAIN TO KAPITI PLAIN
Lesson Link	https://literacytree.com/planning-sequences/leo-and-the-octopus/	https://literacytree.com/planning-sequences/beegu-1/	https://literacytree.com/planning-sequences/izzy-gizmo/	https://literacytree.com/planning-sequences/the-tiny-seed/	https://literacytree.com/planning-sequences/the-magic-bed/	https://literacytree.com/planning-sequences/bringing-the-rain-to-kapiti-plain/
Writing Root—Outcome	**Fact file This is Me! posters,** letters of advice, factual descriptions, logbooks, scripts	**Own version 'alien' narratives** Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	**Simple explanation** Signage, letters of advice, lists, labelled diagrams	**Advice leaflets** Labels and captions, advice, retelling, writing in role, narrative, letters	**Own version fantasy stories** Setting descriptions, additional scenes, descriptions of magical pieces of furniture, lists	**Tourist information leaflets** Labels and captions, retelling, simple explanations
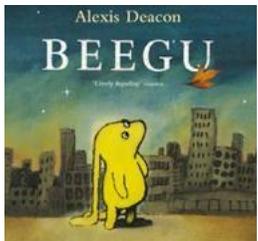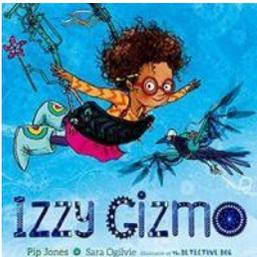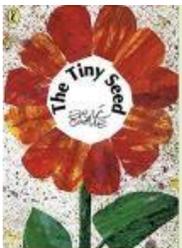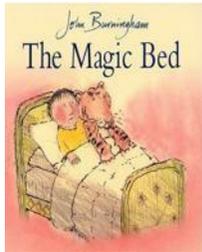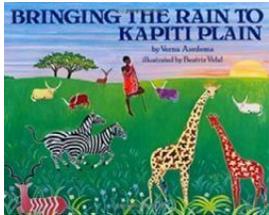
	Class 1		Year B Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross–curricular link	**PSHE—Be Yourself**	**PSHE—Be Yourself**	**History—Stone Age**	**Science—Growing**	**Science—Animals**	**PSHE—A Balanced Diet**
Assessed write						
Lesson Link	https://literacytree.com/planning-sequences/super-milly/	https://literacytree.com/planning-sequences/my-shadow-is-pink/	https://literacytree.com/planning-sequences/cave-baby/	https://literacytree.com/planning-sequences/the-extraordinary-gardner/	https://literacytree.com/planning-sequences/the-odd-egg/	https://literacytree.com/planning-sequences/i-will-not-ever-never-eat-a-tomato/
Writing Root—Outcome	**Alternative character version** Letters of encouragement, retelling, song lyrics, job applications	**Leaflet** Innovated spoken rhymes, questions, notes of advice, lists, instructions	**Narrative retelling** Labels and captions, informal letters	**Narrative inspired by the original text** Labels, letters of advice, instructions, narratives	**Egg-spotter's guides** (non-fiction reports) Thought and speech bubbles, diaries, letter, certificate	**Own stories about a fussy eaters** Statements, writing in role, shopping lists
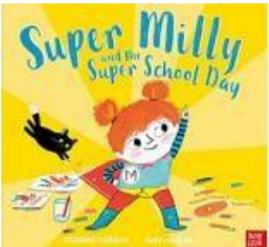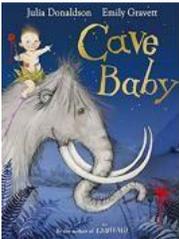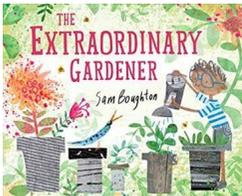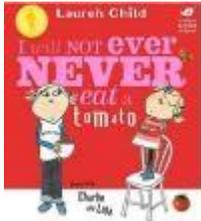
Two Year Writing Cycle - Class 2

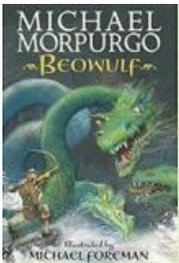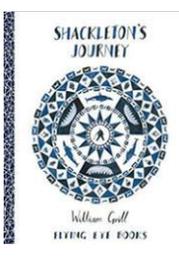|	Class 2		Year A Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross–curricular link	PSHE—Aiming High overcoming fear and anxiety	Geography in the UK—rural and urban	History—Vikings and Anglo Saxons	Science—Growing and Growing	Science - SPACE	PSHE - Diversity
Assessed write						
Lesson Link	https://literacytree.com/planning-sequences/if-all-the-world-were/	https://literacytree.com/planning-sequences/the-zebras-great-escape/	https://www.literacyshedplus.com/en-gb/resource/arthur-and-the-golden-rope-by-joe-todd-stanton-en-gb	https://literacytree.com/planning-sequences/the-last-garden/	https://www.literacyshedplus.com/en-us/resource/the-way-back-home-5-7--en-gb	https://literacytree.com/planning-sequences/pride-the-story-of-harvey-milk-and-the-rainbow-flag-1/
Writing Root—Outcome	Outcomes: Writing in role, optional diary, letter of advice, short explanation Main Outcome: Non-narrative read-aloud poem	Outcomes: Detective notes, ' wanted' poster, letter, action scene, poetry, dialogue Main Outcome: Own version 'great escape' narrative	Outcomes: Character Descriptions Main Outcome: Persuasive letters	Outcomes: Own version extended narrative Main Outcomes: advertisement/ poster, retelling, instructional flyer,	Outcomes: Writing in role, optional diary, letter of advice, short explanation Main Outcome: Non-narrative read-aloud poem	Outcomes: Thought bubbles, speech, simple leaflet Main Outcome: Biography of Harvey Milk
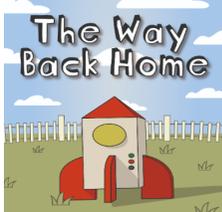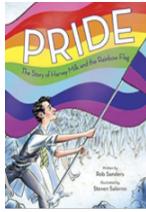
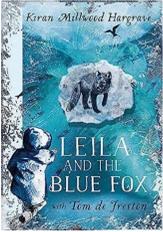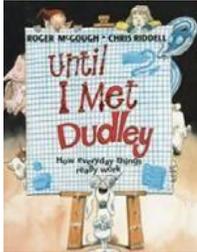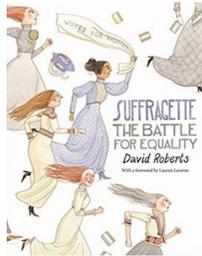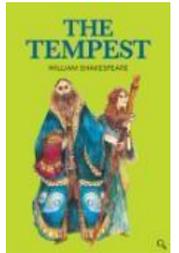|	Class 2		Year B Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross–curricular link	**Geography—Maps**	**History— WW2 Children**	**History—Stone Age**	**PSHE—Diversity**	**History—Roman Lives**	**PSHE—World Eco Day**
Assessed write						
Lessons Link	https://literacytree.com/planning-sequences/jonathan-swifts-gulliver/	https://literacytree.com/planning-sequences/the-lion-and-the-unicorn/	https://literacytree.com/planning-sequences/the-first-drawing-by-mordicai-gerstein/	https://literacytree.com/planning-sequences/cinnamon/	https://literacytree.com/planning-sequences/escape-from-pompeii/	https://literacytree.com/spelling-seeds/a-spelling-seed-for-journey-home/
Writing Root—Outcome	**Narrative based on own imagined land** Character description, informative posters, persuasive leaflets, log book entries (recount)	**Own version historical narrative** Letters, diary entries, character and setting descriptions, non-chronological reports	**Own historical narratives** Character descriptions, diaries, recounts	**Own version fables Diaries,** Informal letters, dialogue, adverts, limericks and other poetic forms	**Newspaper reports** Setting descriptions, diaries, letters, thought bubbles	**Persuasive letters Posters,** lists, postcards, wanted posters, information reports, short stories
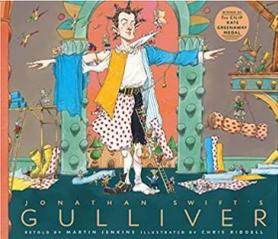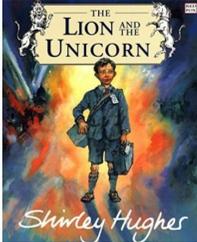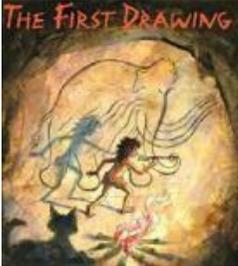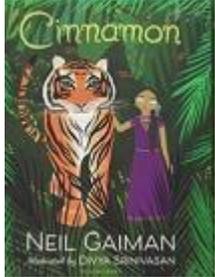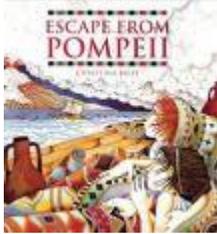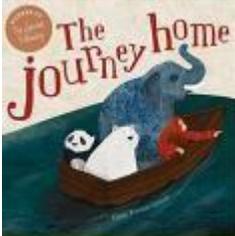
Two Year Writing Cycle - Class 3

	Class 3		Year A Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	**Black History Month**	**Science— Evolution & Inheritance**	**History— Vikings**	**Geography—Climates and Biomes**	**Science—Earth and Space**	**World Eco Day**
Assessed write						
Lesson Link	**https://literacytree.com/planning-sequences/windrush-child/**	https://literacytree.com/planning-sequences/the-last-bear/	https://literacytree.com/planning-sequences/beowulf/	https://literacytree.com/planning-sequences/shackletons-journey/	https://literacytree.com/planning-sequences/curiosity/	https://literacytree.com/planning-sequences/the-hidden-forest/
Writing Root— Outcome	**Persuasive pitch** Thought bubble, informal letter, poem, diary entry, advice, informal letter	**Newspaper article** Character profile, dialogue, monologue, logbook entry, scientific report	**Own version legends** Letters of advice, diaries, dialogue, descriptions, action scenes, obituaries	**Newspaper report** Packing lists (justifications), letters, interviews, diaries, posters	**Expanded explanations** NASA Proposals, information labels, short explanations, NASA logs, news reports	**Balanced discussions** Research notes, non-chronological reports in the form of a letter to a character
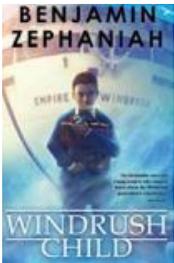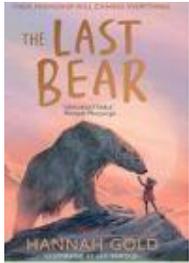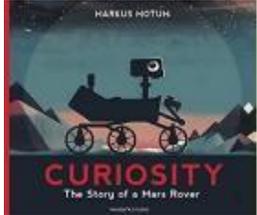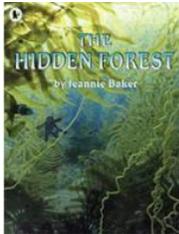
	Class 3		Year B Overview			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	**Geography - Mapping and Exploration**	**History - WWII and Remembrance**	**Science - Leavers, Gears and Pulleys—Inventions**	**PSHE - One World— Equality**	**Science - Puberty and growing old**	**English - End of year production**
Assessed write						
Lesson Link	https://literacytree.com/planning-sequences/leila-and-the-blue-fox/	https://literacytree.com/planning-sequences/the-lion-the-witch-and-the-wardrobe/	https://literacytree.com/planning-sequences/until-i-met-dudley/	https://literacytree.com/planning-sequences/suffragette-the-battle-for-equality/	https://literacytree.com/planning-sequences/alte-zachen/	https://literacytree.com/planning-sequences/the-tempest/
Writing Root— Outcome	**Extended blog entry** Poetry, informal messages, formal letters, short info texts, diary entries, narrative / action scenes, tweets	**Own version narratives** Poems, eyewitness reports, imaginary conversations, writing in role	**Two explanation texts -** formal and informal Letters, short explanatory paragraphs	**Persuasive campaigns** Formal letters, diaries, balanced arguments, speeches, short news reports	**Analytical essay Character** descriptions, flashbacks, diary entries in role, short autobiographies	**Play Scripts** Setting descriptions, character descriptions, diaries, dialogue

Reading: Intent, Implementation, Impact

Intent

In our federation, we value reading as the most import skill to being 'a lifelong learner'. We believe that this skill is essential for academic success. In our federation we have a holistic approach to teaching reading. This process begins in our Pre- School and continues throughout our key stages.

Our intent is that all pupils will leave our school as competent readers with a love of reading. We provide them with the skills they need to discuss books with their peers and use them as a tool for further education. We also ensure that language is discussed and the impact of chosen language on the reader.

We strive to ensure that we have a holistic approach to the teaching of reading, we implement the following:

- Pupils take part in Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking.
- We are very lucky to have a wide range of reading books in our school which support and match our SSP. All children from EYFS to Year 6 choose a reading book to take home.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the pupils to apply their reading skills across the curriculum.
- Pupils are read to often by their class teacher.
- Pupils who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age.
- We expect family at home to read these books with their child daily and make comments in their child's reading record.

Implementation

We ensure a progression of skills in reading throughout our school. Our SSP is the Twinkl Phonics Scheme *(Using the reading progression documents)* Ensuring that pupils build on previously learnt skills and are given many different opportunities to practise them. Reading skills are built upon in KS2 by regular comprehension lessons, teacher and TA support and hearing children read regularly, whilst tracking their progress.

Pre - School

The teaching of phonics begins in our Pre - School with the introduction of phase 1 phonics; this ensures that children have a good base knowledge before joining our EYFS class. Pre-school complete an overview of where each child is at with their Phase 1 phonics at the end of the academic year, which is then passed onto the EYFS teacher so they can build upon their previous knowledge. .

Reception

Our phonics journey continues throughout reception, ensuring that phase 2 – 3 are taught in a holistic manner: incorporating phonics into every aspect of their 'learning journey'. Daily Phonics begins early (first half term for Reception). Children complete a baseline assessment within the first half term which informs phonics planning going forward.

The learning environment is created each day to ensure that children have as many opportunities as possible to practise their sounds. This is then evidenced in a 'big book', showing all the sounds and how the children engage with them throughout the day. This is further supported by a home learning book with sounds shared with parents daily. We have ensured that books are phonetically appropriate and match the sounds which have been covered in class. Reception children are tested frequently (weekly) on their sound

knowledge to ensure progress and to allow lessons to be adapted to fill any gaps in learning. This is further supported with regular mock phonics screening checks: teaching and interventions are adjusted accordingly.

KS1

In year one, children continue to learn in an exciting phonics environment. Having a mixed class allows us the opportunity to adapt our group structure to meet the needs of each individual child. Phase 4 – 5 is taught in year group one. If the phonics screening is passed, children are taught phase 6 in this year group two. Children are tested on their phonics knowledge regularly – again to assess progress and allow teachers to adapt learning to fill any gaps. In addition to this, common exception words are assessed regularly.

Children are heard read at school at least two times per week. Reading at home is closely monitored and recorded in the children's home/school communication books. Books and stories are shared daily – some to introduce a topic and some to end the day. The classroom has a quiet reading area which is well used. To further support this reading opportunities are integrated into other learning zones and the "book box" is used every morning.

LKS2

In LKS2, children continue their reading journey and begin to select banded books from our school library. Our expectation is that children begin reading on lime and progress through to blue and red books by the end of this stage. Children have a reading book which is taken home daily and home reading is recorded in their reading records. Children are encouraged to write a comment/draw a picture about their book and parents are asked to sign each week to say they have read with their child. Children are heard read once per fortnight in school(additional reading time is given to children that are reading below their expected reading level).

Reading sessions in line with our phonics Little Wandle scheme are delivered 3x per week.

UKS2

In UKS2, pupils continue to use the school library up to the black and red book bands – once pupils read at this level they are also allowed to choose a book from home, which is checked for suitability by the class teacher.

Pupils are heard read one to one at least once every two weeks (more for less able readers). This is recorded in a reading record with comments on reading progress. Pupils have a reading book, which is supported by a reading record. As in LKS2, pupils are asked to write a comment in their reading record and parents are asked to sign to say they their child has read at home. This allows us to keep a record of reading and also to ensure that pupils are engaging in texts and thinking more deeply about the content of the book, developing a wider understanding of different texts and developing their own preference of book genre.

Guided reading in UKS2 shifts towards reading to retrieve information and to make inferences from the text, thus supporting the end of key stage SAT tests. Reading sessions take place four times per week. 'Active reading' is promoted and pupils are taught how to write thoughtful answers, justifying their views with evidence from the text.

Children have the opportunity to read a variety of texts including educational magazines.

Reading is an essential part of our learning and is incorporated wherever possible. Evidence of reading for research and comprehension can be found across the curriculum: in science, topic, and literacy lessons.

Reading Plus is used to increase reading speed and develop comprehension.

Pupils are also given the opportunity for independent reading twice daily – 10 minutes in the morning and in the afternoon

Assessment

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

On the occasions where children are not making progress we have a robust booster scheme, where a variety of interventions are used tailored to suit the needs of the child (more detail on these interventions can be found in our phonics overview).

To further support this and assess the impact, we use the Rising Stars NTS tests at the end of each term. Progress within these tests is then used alongside teacher judgements and recorded on our school progress tracker.

Phonics Overview - Progression Documents

We follow the Twinkl phonics scheme for our SSP. This is a verified scheme and ensures a consistent approach to the planning and delivery of phonics.

Federation of Darley and Summerbridge Phonics Whole School Progression.

Phonics phases should be taught at this pace to ensure coverage and timeley progression.
However, teachers understand the need for flexiblilty and a slowed pace for groups of children if required.

	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phase 1	36 weeks Full Year							
Phase 2		7 weeks Autumn Term						
Phase 3		12 Weeks Autumn / Spring Term						
Phase 4		5 weeks Summer Term						
Phase 5			30 weeks Full Year	Revision as required				
Phase 6				30 weeks Full Year	Revision as required			

*Individualised phonics teaching as required based on need.

Approach

At our federation we strive to ensure that a consistent, effective and progressive approach to phonics is used across the school. Phonics is taught using the Little Wandle Scheme and is supported by the online resources provided. We know the importance of having a fidelity to a scheme and are working hard to ensure the consistent approach to the delivery of phonics across the curriculum.

To help embed the phonics knowledge of the children further, actions are used to reinforce learning. To ensure that teaching is designed to meet the needs of the children, regular phonics screening checks are used to help teachers design lesson plans around plugging any particular gaps in learning.

We provide a range of reading books to promote the teaching of phonics and ensure that the books that we provide match their current phonics stage. Children are provided with a book that they can attempt to read based on the sounds that they have already been taught - this will have been read in school three times before sending home.

Nursery

The teaching of phonics begins in our Pre - School with the introduction of phase 1 phonics; this ensures that children have a good base knowledge before joining our EYFS class.

Reception

Our phonics journey continues throughout EYFS, ensuring that phase 2 – 4 are taught in a holistic manner: incorporating phonics into every aspect of their 'learning journey'. Children are taught a daily sound, which is then supported by a range of interactive activities around the classroom. This is further supported by a home learning book with sounds shared with parents daily.

Year 1

In year one, children continue to learn in an exciting phonics environment. Having a mixed class allows us the opportunity to adapt our group structure to meet the needs of each individual child. Phase 4 – 5 is taught in this year group.

Year 2

If the phonics screening is passed, children are taught phase 6 in this year group.

Phonics Screening – What do we do to support children who do not pass?

To ensure that children meet the expected standard at the end of year 1, the following measures have been put in place:

-Year 1 Children (and children who did not achieve the previous year) are screened in September as a base line for their current phonics knowledge.

-This data is analysed and teaching programmes are designed around ensuring a focus on these particular sounds.

-Children are then tested again in December, February and April to ensure progress and adapt lessons accordingly.

-Children are given a mock test one week before the actual test in the same surroundings to ensure they are familiar with the environment.

-Parents are invited to a meeting in January/February to explain the process and inform them of how they can best support their child.

-Parents are then sent various resources to support their children.

-Results are then reported with the child's end of year report.

Support and Interventions

If a child does not achieve the Yr1 phonics screening check, we are able to allow them to redo their phase 4 – 5 phonics. Some children will be able to revisit their phonics by taking part in lessons with other year groups. This will be further supported by a phonics interventions and boosters as required.

If a child continue to not achieve their phonics screening in year 2, they will again be offered an intervention to help them catch up.

If we receive a pupils higher up the school who has gaps in the phonics understanding the same process and intervention will take place, but with more intensive once to one phonics sessions. A screening test is used to find gaps and ensure that interventions are designed to support them.

Once we feel we have exhausted all of our interventions, and if the child is still not making progress, we would make a SEN referral.