



St Mary's CE Primary School
"Nurturing Success"

Writing Policy

St Mary's Writing Policy

"If you want to be a writer, you must do two things above all others: read a lot and write a lot." - Stephen King

"I can shake off everything as I write; my sorrows disappear, my courage is reborn." - Anne Frank

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1. Intent

English at St Mary's supports children to develop as whole people (emotionally, socially, spiritually and culturally). Through exposure to a wide range of stories, poems and non-fiction during their time at St Mary's, children gain knowledge across the range of subjects in the primary curriculum and an increased understanding and appreciation of the world they live in. This subject is integral in developing our pupils as global citizens, supporting the growth of their cultural capital and in enabling them to live out our school values.

We want the children at St Mary's to have the mindset that anyone can be a writer - and a good one! Teachers encourage children to be creative and to read as writers and write as readers to produce high quality pieces of writing that the children are proud of. Starting in the Early Years Foundation Stage, writing at St Mary's involves transcription

(spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

We recognise the importance of children being able to adapt their language and style in and for a range of contexts, purposes and audiences, writing clearly and coherently. At St Marys, where possible, the children write for real purposes: to entertain, to inform, to persuade and to discuss. We support the children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat cursive handwriting style. Children are encouraged to transfer their writing skills to other subjects across the curriculum. We enhance children's vocabulary by exposing them to a wide range of vocabulary. We encourage them to use new words in their writing and when speaking both formally and informally.

2. The Writing Process

Class novels provide a lot of the stimuli for the children's writing as we believe that children benefit from using experience and knowledge gained from reading when composing their own pieces of writing.

As part of the writing process, children look at modelled writing of the chosen genre. Through doing this, children gain insight into the genre, form and structure, as well as how language choices contribute towards meaning.

Reading lessons are a key part of the writing process. Children develop their understanding of vocabulary, characters and setting which feeds into their own writing.

Children are explicitly taught the grammar needed for the chosen genre and purpose. They undertake grammar-based activities in grammar lessons as well as GPS Starters (three times a week) as we know that retrieval practice of key grammar skills is really important for the children to embed the knowledge. Once the children have had the opportunities to practise and master the key grammatical components, they attempt to deepen their grammatical knowledge further by applying it to their own independent writing (in the Big Write lessons).

As part of the writing process, teachers plan 'Editing Stations' lessons. These lessons provide further opportunities for children to look at an example of writing from the chosen genre and edit it appropriately to ensure that it is accurate and coherent, focusing on one aspect of writing at a time to avoid cognitive overload.

Children are given time to plan their own writing. They are encouraged to use ideas from previous reading, grammar and editing lessons in their writing plans. Once the children have had time to gather ideas, they produce their own piece of independent writing. Children are given the opportunity to edit their own piece of writing and complete a 'Response Task' given by their class teacher.

Sometimes, children will publish their writing, choosing presentational devices to suit the chosen genre and purpose.

Every classroom has an interactive 'Writing Wall' which displays the children's writing and thinking process and acts as further scaffolding to support the children.

3. Handwriting

At St Mary's, handwriting is explicitly taught through careful modelling and opportunities for the children to regularly practise their handwriting skills (Appendix 1 Handwriting at St Mary's). Children are encouraged to apply their skills to their own pieces of independent writing and their writing across the curriculum.

4. Spelling

At St Mary's, we use the Spelling Shed scheme to teach spellings in specific spelling lessons which take place once a week. These lessons are based on the most up to date approaches to spelling. Class teachers use phonics as the base, explicitly teach spelling patterns and then the children explore the morphology and etymology of words. The children have time to practise the words at home as part of their homework and they also practise them twice a week at school as part of morning work, during registration time. At the end of the week, the children are tested on these words, writing a dictated sentence for each word. Some children may have adapted spelling lists and additional interventions to support them with their confidence in this area.

5. Children with SEND

The writing process at St Mary's means that inclusive lessons are planned where rich texts are used to stimulate writing, the teaching of grammar and new words is done in context and children write for real purposes. All of this supports the children, including those with special educational needs to become independent and creative writers. Teacher modelling and shared writing are key parts of writing lessons. Teachers model their own thinking process, wondering and imagining too, removing pressures for the children while still allowing them to develop their own thinking. Shared writing helps to create a culture where mistakes are part of the learning process and children feel safe to experiment with their writing. Any children with identified SEND or identified as needing additional support may have work or resources (such as phonics or spelling mats) additional to and different from their peers in order to access the writing tasks dependant upon their needs. Teachers are also mindful to encourage children to work towards specific targets to enable them to make greater progress in their writing across the curriculum which may be specific to sentence punctuation, specific spellings or text structure.

6. Assessment

Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Children produce four pieces of independent writing (Big Writes) each term based on the texts and areas of focus from class work. In addition to this, children complete one piece of assessed writing on a different theme. Teachers use 'Assessment Writing Ladders' which are based on the Teacher Assessment Frameworks (see Appendix 4) to assess the children's writing. Written feedback is given on each piece of writing; teachers identify areas in which the children have succeeded and where they can develop further. The children are given 'Response Tasks' to complete in order to improve a part of their work. Internal moderation of teacher assessment is also completed regularly in order to ensure that judgements are accurate. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and the SLT and reported to Governors. Children who are not on track are identified for intervention/target teaching.

Handwriting at St Mary's

What does the National Curriculum say?

The National Curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. This requires effort and attention, as well as suitable motor skills.

There is evidence that **repeated practice in handwriting** is necessary to go beyond accuracy to fluency in letter formation. There is no need to start the formal teaching of handwriting before Reception, but children at the end of the EYFS should be able to 'hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases'.

The **national curriculum requires children to learn unjoined handwriting before they 'start using some of the diagonal and horizontal strokes** that are needed to join letters'.

Delaying teaching joined handwriting gives children time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly.

What does handwriting look like at St Mary's?

Letter formation and joins (when appropriate) are explicitly taught to the children during handwriting lessons which take place three times a week. Lessons are carefully structured. They include warmup activities, teacher modelling of letter formation and joins and use of appropriate teaching language. The children practise their handwriting in their Handwriting Books which have specific lines in to support them. 'Letter families' are displayed in each class on the Writing Working Walls and are referred to in handwriting lessons.

In the Foundation Stage, the children are taught the correct formation of each letter during the phonics sessions.

In Year 1, children are taught to form lower case letters in the correct direction, starting and finishing in the right place. The children are taught how to form capital letters as well as the digits 0-9. The children will begin to understand which letters belong to which 'handwriting families' (letters that are formed in similar ways).

In Year 2, children are taught how to form lower-case letters of the correct size relative to one another. When the children are confident with forming letters, they will start to use some of the diagonal and horizontal strokes needed to join letters. The children are encouraged to use spacing between the words that reflects the size of the letters.

In Years 3 and 4, the teaching of the diagonal and horizontal strokes needed to join letters continues. The children will increase the legibility, consistency and quality of their handwriting.

In Years 5 and 6, the children are taught to write legibly, fluently and with increasing speed. Children are encouraged to develop their own handwriting styles in line with the school handwriting scheme.

Lower Case Letters

a b c d e f g h i j k l
m n o p q r s t u v w
x y z

Uppercase letters

A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

Digits

1 2 3 4 5
6 7 8 9 10

Letter Families

The Straight-Line Family

i l t j

The Coathanger Family

c o a d g q e

The Bridge Family

n m r

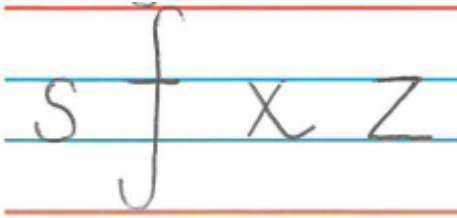
h b k p

The Zig Zag Family

v w

The Smile Family

u y



Letters not joined are b, s, j, y, g, q, p

If you have any questions about specific letters joins, please contact your class teacher.

Writing Early Learning Goals:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can:

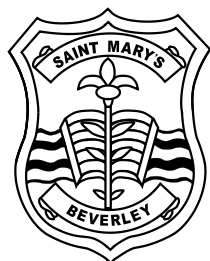
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]



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Writing Progression Map

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater depth
Handwriting	<p>Ensure most letters are correctly formed.</p> <p>Form lower-case and capital letters correctly</p>	<p>Show some control over letter size, shape and orientation</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of the writing</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Form lower-case letters of the correct</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>	<p>Maintain the legibility, consistency and quality of their joined handwriting</p>	<p>Write legibly</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that</p>	<p>Maintain legibility in joined handwriting when writing at speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	

		<p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Use spacing between words</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> <p>Sit correctly at a table, holding a pencil</p>	<p>size relative to one another in most of the writing</p> <p>Use spacing between words that reflects the size of letters</p>			<p>is best suited for a task.</p>	<p>Choose the writing implement that is best suited for a task.</p>	
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		comfortably and correctly						
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<p>Spell most Year 1 common exception words correctly</p> <p>Spell some Year 2 common exception words correctly</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>Use some sounds in Appendix 1 (Year 1) correctly in spellings</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>Use some sounds in Appendix 1 (Year 2) correctly in spellings</p> <p>Spell some common homophones and near-homophones correctly in Appendix 1 (Year 2)</p> <p>Spell many Year 2 common exception words correctly</p> <p>Spell some words with contracted forms correctly (using an apostrophe accurately)</p> <p>Add suffixes to spell some words correctly when the root word ends with a consonant before the y (sometimes correctly)</p> <p>Add -ed, -er, -est, -y when the root word ends with a consonant</p>	<p>Spell most Year 2 common exception words</p> <p>Spell most words with contracted forms correctly</p> <p>Add suffixes to spell most words correctly</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable, sometimes correctly</p> <p>Add the suffixes –ation, -ly, -ous sometimes correctly</p> <p>Use some sounds in Appendix 1 (Years 3 and 4) correctly in</p>	<p>Add suffixes beginning with vowel letters to words of more than one syllable</p> <p>Add the suffixes –ation, -ly, -ous mostly correctly</p> <p>Use most sounds in Appendix 1 (Years 3 and 4) correctly in spellings</p> <p>Use and spelling prefixes mostly correctly in their writing</p> <p>Spell most homophones and near-homophones correctly in Appendix 1 (Years 3 and 4)</p>	<p>Spell correctly some verbs with prefixes (dis-, de-, mis-, over- and re-)</p> <p>Spell correctly some words ending in –cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</p> <p>Add suffixes beginning with vowel letters to words ending in –fer mostly correctly</p> <p>Spell most words with ei after c correctly</p> <p>Spell most words containing the letter string ough correctly</p> <p>Spelling most homophones correctly in Appendix 1 (Years 5 and 6)</p> <p>Spell correctly most words from the Year 5 and 6 spelling list and use a</p>		

		<p>Spell some words correctly using the vowel digraphs and trigraphs in Appendix 1</p> <p>Spell some words with the prefix un correctly</p> <p>Spell some suffixes correctly (s, es, ing, ed, er, est)</p> <p>Spell some words ending in y correctly</p> <p>Spell some compound words correctly</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order using letter names</p>	<p>before the e (sometimes correctly)</p> <p>Add -ing, -ed, -er, -est, -y to words of one syllable ending with a single consonant (sometimes correctly)</p> <p>Spell some words ending in -il or -tion correctly</p>	<p>spellings</p> <p>Use and spelling prefixes sometimes correctly in their writing</p> <p>Spell some homophones and near-homophones correctly in Appendix 1</p> <p>Spell correctly some words ending in – sure, -ture, -tion, -sion, -ssion, -cian</p> <p>Spell some Year 3 and 4 words correctly</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Spell correctly most words ending in – sure, -ture, -tion, -sion, -ssion, -cian</p> <p>Spell many Year 3 and 4 words correctly</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Spell some homophones correctly in Appendix 1 (Years 5 and 6)</p> <p>Spell most Year 3 and 4 words correctly (assessed using Appendix 1 and Year 3 and 4 word list)</p> <p>Spell some Year 5 and 6 words correctly (assessed using statements listed above and Year 5 and 6 word list)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and</p>	<p>dictionary to check the spellings of uncommon or more ambitious vocabulary</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	
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		to distinguish between alternative spellings of the same sound				meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.		
Transcription	Write simple phrases and sentences that can be read by others.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Audience/ purpose	Begin to create texts to communicate meaning for an increasingly wide range of purposes, such as making	Write captions and labels Write simple texts (lists, stories, reports, recounts)	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Write poetry	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar	Writing matches the purpose	Writing matches the purpose	Writing matches the purpose (selecting language that shows good awareness of reader)	Writing matches the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for

	greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.		Writing for different purposes	of their writing Use headings and sub-headings appropriately to aid presentation				their own writing
Planning	With support, children can form and memorise sentences before writing, saying them aloud		<p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and recording ideas</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and recording ideas</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have</p>	

						developed characters and settings in what pupils have read, listened to or seen perform	developed characters and settings in what pupils have read, listened to or seen perform	
Composition	<p>Write simple phrases and sentences that can be read by others.</p> <p>Write short sentences with words with known sound-letter correspondences (using a capital letter and full stop)</p>	<p>Write sentences by: saying out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>		<p>Begin to use topic sentences</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p>Organise paragraphs around a theme</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p>Précise longer passages</p> <p>Use paragraphs to organise ideas</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>In narratives, describe settings and characters</p>	<p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey</p>	<p>Select verb forms for meaning and effect</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>

		Read aloud their writing clearly enough to be heard by their peers and the teacher.					character and advance in action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	
Punctuation	Ensure short sentences use a capital letter and full stop appropriately.	<p>Make some correct use of capital letters for names of people and places, days of the week and I</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Begin to use question marks</p> <p>Begin to use exclamation marks</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Make some correct use of exclamation marks</p> <p>Use commas in a list sometimes correctly</p> <p>Use the possessive apostrophe for singular nouns sometimes correctly</p>	<p>Use the punctuation taught at Key Stage 1 mostly correctly (CL . , ? ! , ')</p> <p>Use inverted commas to punctuate direct speech sometimes correctly</p>	<p>Use the possessive apostrophe for regular and irregular plural nouns sometimes correctly</p> <p>Use inverted commas and other punctuation to indicate direct speech mostly correctly</p> <p>Use commas after fronted adverbials sometimes correctly</p>	<p>Use capital letters mostly correctly</p> <p>Use full stops mostly correctly</p> <p>Use question marks mostly correctly</p> <p>Use commas for lists mostly correctly</p> <p>Using apostrophes for contraction mostly correctly</p> <p>Use exclamation marks mostly correctly</p> <p>Make some correct use of punctuation for</p>	Use the range of punctuation taught at key stage 2 mostly correctly	Use the range of punctuation taught at Key Stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

						<p>parenthesis with brackets, dashes or commas</p> <p>Make some correct use of commas to clarify meaning or avoid ambiguity</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>		
Grammar	<u>Speaking</u> Express their ideas and feelings about their experiences using full sentences,	Show some control over word order, producing logical statements Write sentences	Use statements Use questions Use exclamations Use commands	Make some correct use of a or an Make some correct use of the present perfect form of verbs	Use non-Standard English effectively in dialogue for characters Use Standard English forms	Link ideas across paragraphs using some adverbials of time, place and number or tense choices	Recognise vocabulary and structures that are appropriate for formal speech and writing, including	

	including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	that are sequenced to form a short narrative Use 'and' to join simple sentences, thoughts or ideas	Use some expanded noun phrases to describe and specify Use present and past tense mostly correctly and consistently (including progressive forms) Use co-ordination (and/or/but) to join clauses Use some subordination (when/if/that/because) to join clauses Some features of written Standard English	instead of the simple past Use a range of sentences with more than one clause by using a wider range of conjunctions Express time, place and cause using some conjunctions, adverbs or prepositions	for verb inflections instead of local spoken forms mostly correctly Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use pronouns mostly accurately Expand noun phrases by the addition of modifying adjectives, nouns or preposition phrases Use some fronted adverbials .	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Indicate degrees of possibility using adverbs (perhaps/surely) or modal verbs (might/will/should/must) Use correct subject and verb agreement when using singular and plural mostly accurately Use consistent and correct use of tense throughout a piece of writing Use co-ordinating and subordinating conjunctions Use relative clauses	subjunctive forms Use the perfect form of verbs to mark relationships of time and cause mostly accurately Use verb tenses consistently and correctly throughout their writing Use a wide range of clause structures, sometimes varying their position within the sentence Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
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Editing	Re-read what they have written to check that it makes sense	Re-read writing and knowing that it makes sense	<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>	

				whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	meaning is clear			
Grammatical terminology	letter, word, capital letter, full stop, sentence	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points	

Long Term Plan for English

At St Mary's we nurture the children's love for reading, writing and discussion so that they can transfer their English skills to other curriculum subjects and are prepared for the next steps in their education. Through our rich, high-quality English curriculum, children are taught to read, write and speak clearly, accurately and with confidence so that they can communicate effectively with others and express their ideas and emotions.

Our pupils are encouraged to read for pleasure and to read widely and we encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school libraries. Teachers read aloud to children on a regular basis. We use Bug Club Phonics for our phonics programme. Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. Phonic awareness helps the development of reading by segmenting and blending sounds. Whole-class and independent reading sessions cover a wide variety of fiction, non-fiction and poetry and help to advance the children's comprehension skills. Parents are given reading guidance and clear expectations about reading at home.

We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. Speaking, listening, group discussion and drama activities are seen as fundamental to teaching and learning. Throughout the school, we provide opportunities for debate, hot-seating, role-play and the use of response and 'talk' partners. 'Talk for writing' strategies are employed by teachers to provide a stimulus for writing and to inspire children to write effectively.

We recognise the importance of children being able to adapt their language and style in and for a range of contexts, purposes and audiences. At St Marys, we write to entertain, to inform, to persuade and to discuss. We support the children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat cursive handwriting style. Children are encouraged to transfer their writing skills to other subjects across the curriculum. We enhance children's vocabulary by exposing them to a wide range of vocabulary. We encourage them to use new words in their writing and when speaking both formally and informally.

English at St Mary's supports children to develop as whole people (emotionally, socially, spiritually and culturally). Through exposure to a wide range of stories, poems and non-fiction during their time at St Mary's, children gain knowledge across the range of subjects in the primary curriculum and an increased understanding and appreciation of the world they live in. This subject is integral in developing our pupils as global citizens, supporting the growth of their cultural capital and in enabling them to live out our school values.

Writing to entertain

Year group	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Narrative</u> Imaginative ideas linked to modelled stories, alternative versions.</p> <p><i>(Begin to create texts to communicate meaning for an increasingly wide range of purposes... creating their own stories and books with images and sometimes with words, in print and digital formats.</i></p> <p><i>Ensure short sentences use a capital letter and full stop appropriately. Write simple phrases and sentences that can be read by others.)</i></p>	<p><u>Narrative</u> Simple sentences retell <i>(with beginning, middle and end based on familiar stories)</i></p> <p><u>Character/setting description</u> <i>(based on familiar characters/settings from well-known stories)</i></p>	<p><u>Narrative</u> Story writing <i>(with an alternative story plot)</i></p> <p><u>Character/setting description</u> <i>(including details about appearance, how the characters act/move, feelings, use of senses and use of adjectives)</i></p>	<p><u>Narrative</u> A caveman story <i>(with an opening, build up, resolution and ending)</i></p> <p><u>Diary entry</u> The diary of a caveman</p>	<p><u>Narrative</u> The Lost Happy Endings and Beowulf (a new story ending/chapter with an alternative setting; imaginary, historical)</p> <p><u>Character/setting description</u> A description of the monster in Beowulf <i>(thinking carefully about the appearance, background/past, thoughts, feelings, personality, how they move and carefully chosen vocabulary for effect)</i></p> <p><u>Diary entry</u> A historical diary entry of a Celtic</p>	<p><u>Narrative</u> Story writing - ghost story, adventure, fantasy <i>(told from different viewpoints. Use of narrative techniques: flashbacks; impact of different opening paragraphs; use of characters' dialogue and actions)</i></p> <p><u>Character/setting description</u> Write a description of a fictional setting <i>(describing the atmosphere and mood and using carefully chosen figurative language for effect)</i></p> <p><u>Diary entry</u> Write a diary entry <i>(including an</i></p>	<p><u>Narrative</u> Story writing - part of a novel <i>(with an alternative opening, alternative dialogue, adapting narrative structure and techniques according to the type; suspense, traditional etc.)</i></p> <p><u>Diary entry</u> Write and present a diary</p>

				(including an introduction, events written in chronological order, personal emotions and feelings)	child during the invasion of Boudicca (including an introduction, conclusion and other paragraphs to organise writing)	introduction, conclusion and other paragraphs to organise writing, use of adverbials, informal writing style)	entry as the character Stanley Yelnats (including an introduction, conclusion and other paragraphs to organise writing, use of adverbials, informal writing style for effect and to reflect the character)
			<u>Play script</u> Based on a familiar story (including short description of scene, tell the story through characters speaking)	<u>Play script</u> A simple playscript based on characters from Stig of the Dump (including features of play scripts: cast list, short description of each scene, stage directions, present tense)		<u>Play script</u> Based on Year group play (including all features of play scripts: cast list, short description of each scene, stage directions, present tense, use of standard and non-standard English to show the difference between formal and informal language)	
		<u>Poetry</u> Poems to perform Shape poem Simple list poems	<u>Poetry</u> Poems to perform. Calligrams. Poem based on simply structured	<u>Poetry</u> Poems to perform List poems with extended lines. Similes.	<u>Poetry</u> Poems to perform Similes and metaphor to create pictures with words.	<u>Poetry</u> Poems to perform Poem based on a model. Narrative poems. Word play. For	<u>Poetry</u> Poems to perform Personification. Use of imagery.

			example e.g. 1 noun, 2 adjectives, 3 adverbs, 4 verbs.		Poem based on a model, drawing on the above.	example, turning descriptive language into Kennings.	Different poetic forms, including Shakespearean blank verse. Make choices about the form to create own poems.
Focus texts	<i>Funnybones</i> <i>The Jigaree</i> <i>Elmer collections</i> <i>We're going on a bear hunt</i> <i>Supertato</i> <i>Oi Frog</i>	<i>Handa's Surprise</i> <i>The Owl Babies</i> <i>Rapunzel or Jack and The Beanstalk</i> traditional tales <i>Lighthouse Keeper's Lunch</i> <i>Where the Wild Things Are</i> <i>Sharing a shell</i>	<i>Michael Recycle</i> <i>Litter Bug Doug</i> <i>Tiger Child</i> <i>The Rabbit Who Stole the Fire</i> <i>Charlie and The Chocolate Factory</i>	<i>Stig of the Dump – Clive King</i> <i>The Desert Challenge – Bear Grylls</i> <i>The Jungle Adventure – Bear Grylls</i> <i>The Shamans Apprentice – Lynn Cherry & Mark J Plotkin</i> <i>The Great Kapok Tree – Lynn Cherry</i> <i>The Vanishing Rainforest – Richard Platt & Rupert Van Wyk</i>	<i>The Roman Beanfeast by Gillian Cross</i> <i>The Boy at the Back of the Class</i> <i>The Lost Happy Endings</i> <i>The City of Ember by Jeanne DuPrau</i> <i>Poems by Valerie bloom</i> <i>Unspoken: A story from the Underground Railroad, by Henry Cole</i> <i>Beowulf by Michael Morpurgo</i> <i>The 1000 Year Old Boy, by Ross Welford</i>	<i>Greek myths – focus on 'Jason and the Golden Fleece' and 'Theseus and the Minotaur'</i> <i>Wonder by R.J. Palacio</i> <i>How to Train Your Dragon by Cressida Cowell</i> <i>Billionaire Boy by David Walliams</i>	<i>Kensuke's Kingdom by Michael Morpurgo</i> <i>Holes by Louis Sachar</i> <i>Goodnight Mister Tom by Michelle Magorian</i>

Year group	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>Recount</u> (based on events within their lifetime with simple orientation sentence and events in chronological order.)</p> <p><u>Instructions</u> for making a sandwich (list of ingredients and steps in sequence.)</p> <p><u>Letter</u> (a simple letter with a greeting and logical statements)</p>	<p><u>Instructions / recipe</u> (for a real purpose - recipe, plan, construction, game with a statement of purpose, list of materials/ingredients and steps in sequence. Final sentence which addresses reader - to advise, encourage, warn.)</p>			<p><u>Recount</u> (Mainly written in chronological order, but may include flashbacks. Use of first or third person as appropriate. May include opinions as well as facts and humorous or interesting incidents.)</p> <p><u>Letter</u> Informal letter (including introduction, paragraphs</p>	<p><u>Recount</u> Recount about their summer/ Write a recount of memories of St. Mary's (Well-structured report with opening orientation with key facts written with deliberate bias. Includes direct and reported quotes and a final reorientation sentence which brings the reader up to date with the current situation.)</p> <p><u>Letter</u> Humorous letter of complaint to Santa (including an introduction, paragraphs, formal</p>

	<p><i>(Ensure short sentences use a capital letter and full stop appropriately. Write simple phrases and sentences that can be read by others.)</i></p> <p><u>Explanation texts</u></p> <p>Autumn books</p> <p>Signs of Spring</p> <p>I can books</p> <p>What I can pick up with chopsticks</p> <p>Leaflets how to care for guinea pigs</p> <p>Wanted posters description to spot the evil pea.</p> <p><i>(Ensure short sentences use a capital letter and</i></p>				<p><u>Explanation text</u></p> <p><i>(including simple organisational features, an opening paragraph, further paragraphs starting with topic sentences and written in chronological order, technical language and a conclusion which links back to the opening)</i></p>	<p><u>Explanation text</u></p> <p><i>(including organisational features, an opening to introduce subject, paragraphs organised around a theme which link to the previous paragraph.)</i></p> <p><u>Newspaper Article</u></p> <p><i>(including introductory paragraph, information about the main events in</i></p>	<p><i>around a theme, carefully chosen vocabulary to reflect an informal style, conclusion)</i></p> <p><u>Newspaper report</u></p> <p><i>about the Lindisfarne raid (including word play for the headline, introductory</i></p>	<p><i>language and tone, selecting vocabulary and grammatical structures that reflect what the writing requires. conclusion)</i></p>
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	<p><i>full stop appropriately. Write simple phrases and sentences that can be read by others.</i></p> <p><i>Use developing phonic knowledge to present clear labels and captions.)</i></p>				<p><i>chronological order, direct speech, rhetorical questions, simple organisational features, conclusion)</i></p> <p><u>Non-chronological report</u> based on The Amazing Americas (including an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to</p>	<p><i>paragraph, information about the main events in chronological order, direct and reported speech, rhetorical questions, formal language, organisational and presentational devices to structure text and to guide the reader, conclusion)</i></p>	
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					<p>reader. May also include organisational devices such as subheadings and include diagrams etc. to add clarity.)</p> <p>Biography of a hero (including a question/interesting opening statement to hook the reader, paragraphs linked around a theme, use of passive voice)</p>		<p>Information text about Magistrates' Courts</p> <p>Writing task for secondary school transition project</p> <p>Personal project about the residential (or alternative topic)</p>
Focus texts	How to care for your guinea pig Supertato Autumn Spring	<i>The Man on the Moon</i> Buzz Aldrin Amy Johnson	<i>Sharks</i>	<p>Texts about The Stone Age</p> <p>Texts about The Egyptians</p> <p>Texts about The Rainforests</p>	<p>Texts about the Roman Army</p> <p>Minty: A story of Young Harriet Tubman by Alan Schroeder</p>		

Year group	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Writing to persuade</u>				<p><u>A persuasive letter</u> (including a series of points which lead to one point of view, a direct appeal to the reader)</p>	<p><u>A persuasive letter</u> to the Government based on The Boy at The Back of the Class linked GLOBAL CITIZENSHIP</p>		<p><u>Persuasive letter</u> to the school community/ persuasive leaflet about the residential centre/St Mary's Church. (Well structured report with opening orientation with</p>

					(including a series of points which lead to one point of view, a direct appeal to the reader, use of exaggerated, emotive language, opinions presented as fact, images, alliteration.)		key facts written with deliberate bias. Includes direct and reported quotes and a final reorientation sentence which brings the reader up to date with the current situation, using the appropriate register)
<u>Writing to discuss</u> (UKS2)							<p><u>Speech</u> linked to the Global Citizenship BIG QUESTION (Opening statement makes issue clear, arguments for and against presented in paragraphs with evidence and explanation to support opinion. Paragraphs and point of view clearly linked by cohesive devices. Use of impersonal language - passive voice.)</p> <p><u>Magazine article</u> about the school STEM Week</p>

