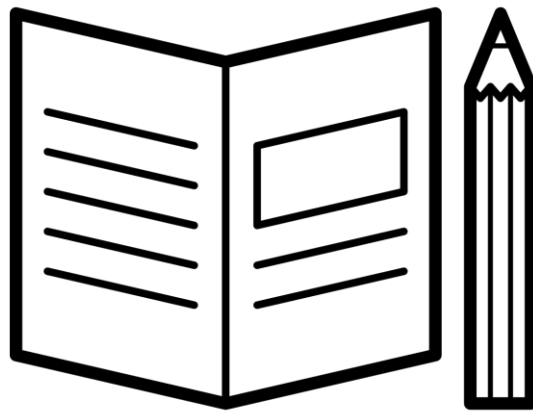




**St Cecilia's**  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# How We Teach Writing



**KEYS**  
Academy Trust

## School vision

*‘Therefore encourage one another, and build each other up.’*

At St Cecilia’s our vision is to be a school community where we celebrate everyone’s gifts, and where everyone has a chance to flourish and grow. Our pupils will leave St Cecilia’s Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding. Our pupils will gain high aspirations and the self confidence that they can lead a meaningful and fulfilling life, contributing positively to the community.

**Education at St Cecilia’s Church of England Primary** will be built on a firm foundation of Christian values with an expectation of high academic standards and pastoral care for all. The right foundations will mean unlocking future potential and enabling all in our school community to flourish. We want to give all our pupils ‘a good foundation for the future’. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility.

## Writing Intent



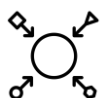
To **Inspire** children so that they are excited by writing and love the creative nature of the subject so that they feel and act like writers/ authors.



To **Impart knowledge** so children can write a range of different text types using the key ingredients that make the writing effective



To **Develop Communication** so that children can confidently write a range of text types that meets the needs of a range of audience.



To **Be Inclusive** so that all children engage fully with the writing curriculum by having the appropriate scaffolding and support so they can experience and write a range of text types.



To **Promote Citizenship and Spirituality** by giving children opportunities to write a range of texts, to a range of audiences about a range of topic that matter to them. Children are encouraged to be creative with their own ideas and language and present texts how they feel appropriate.

To realise these aims we have core principles, based on extensive research, that drive curriculum design, teaching and learning in our school.

**To inspire:**

- We choose units of work based on the interests of the children
- We strive to place learning in to real life contexts with appropriate audiences e.g writing to/ for real people
- We give opportunities to analyse engaging literature that will motivate children to write
- We have high expectations and aspirations for what the children can achieve
- We celebrate the success of each other and praise effort and perseverance
- We organise visits from quality, local authors and give opportunities to work with these

**To Impart knowledge:**

- We ensure that each piece of knowledge is carefully mapped out and taught so that there is clear progression through units, years and between year groups
- We use knowledge organisers which provide children with the key knowledge needed to support the writing of different text types
- We immerse children in a rich language environment and encourage them to use it
- We ask questions of the children to deeper understanding and thinking e.g. Is a fronted adverbial call the same when it is not at the start of the sentence?
- Lesson objectives are clearly defined so children are clear about what they are learning
- We ensure teachers have strong subject knowledge through regular CPD
- We plan for misconceptions and ensure they are addressed in a timely manner
- We revisit key concepts regularly within units and between units to ensure they enter the long-term memory.
- Individual lessons begin with a prior learning retrieval activity such as a quiz.

**To develop communication:**

- We give children opportunities to develop and use more aspirational vocabulary through strong modelling
- We ensure all appropriate language is displayed so that the children have easy access
- We plan in opportunities for children to talk and listen to each other's views and ideas
- Adults model good language and promote the use of higher-level vocabulary
- We provide opportunities for children to write to a range of audiences varying the language used to support this e.g formal and informal
- Children have opportunities to read their work and listen to that of others and offer/receive feedback.
- We allow children to presentational decision for their end of unit writing

**To be Inclusive:**

- We model and scaffold the writing process for all learners
- We ensure learning is broken down in to manageable small steps.
- We have pre-teaching sessions so that children are more likely to be successful in the lesson
- We ensure we are aware of the specific needs of every child in the classroom and deploy appropriate support
- We use pre-assessment techniques to inform teaching
- We are flexible in how we let children show what they have learnt

**To Promote Citizenship and Spirituality:**

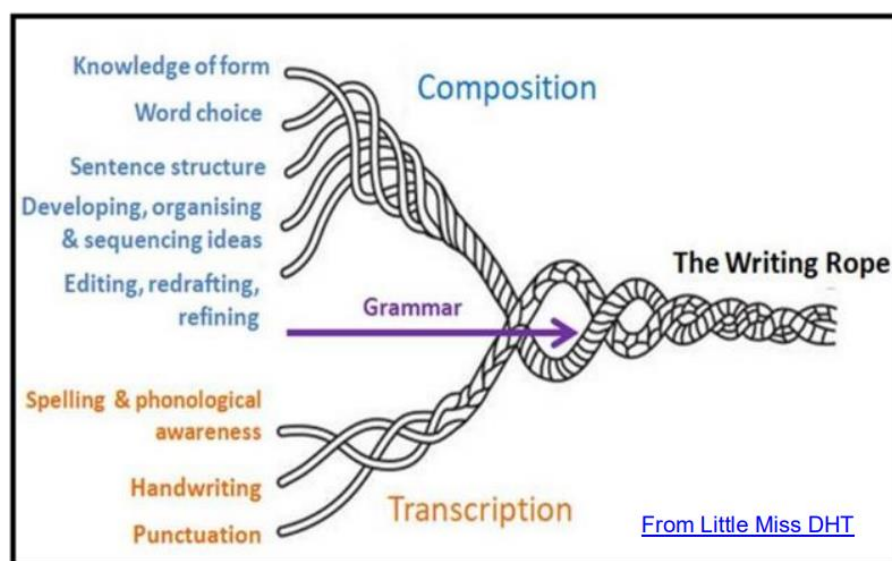
- We ensure children have time to reflect on what they have learnt
- We write for a range of different purposes linked to issues that are important to the children e.g writing letters of support to Greta Thumberg.
- We ensure the children learn about writing from different origins and cultures

- We encourage children to contribute their thoughts and ideas to whole class discussions and shared writing models
- We provide opportunities for children to present their work and their achievements to wider audiences
- We organise annual opportunities to work with an author of which vary in culture

## Writing Implementation

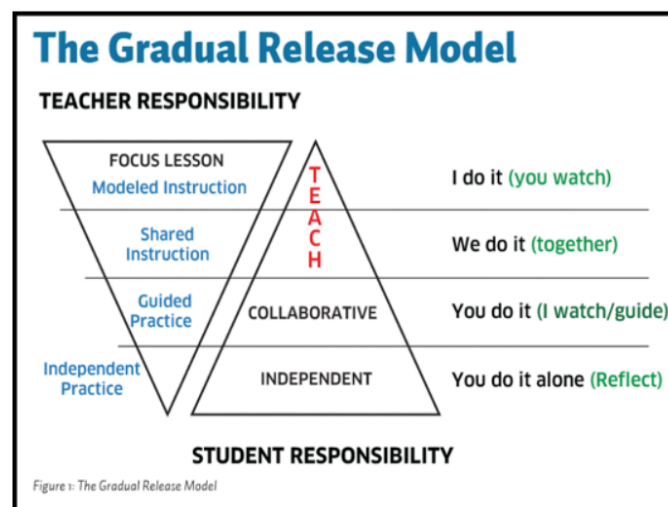
### Our Writing Approach

There are many strands that children need to acquire before they become confident and fluent writers, able to write for different genre in a range of styles across all areas of the curriculum. We aim to ensure that all children learn these strands, beginning with the skills of transcription through to developing the skills of composition by the end of KS2. To support our writing approach, we consider the approach described by Jane Considine in the 'Write Stuff'.



### Importance of Modelling

To assist children in achieving higher expectations in writing, teachers use modelling techniques to share good quality texts. Following careful assessment and when the children are ready, the teacher moves through the Gradual Release Model, to help to develop independence.





**Step 1** – teacher teaches the children what a fronted adverbial is and then writes a number of examples in the planning grid, under the visualiser, to include in their sentence.

Fronted adverbial to describe when

- On Thursday 8<sup>th</sup> October,
- First thing on Thursday morning,
- When everyone had finally been to the toilet and packed lunch checks were complete,

**Step 2** – The children then have 2 minutes to write their own fronted adverbials on their planning grid. They can magpie from the teacher’s modelled example.

**Step 3** – The teacher then models in their English book how to write the fronted adverbial in to a sentence.

- *On Thursday 8<sup>th</sup> October, Larch class went on a school trip to the Living Rainforest.*

To add challenge the modelled example can be extended to:

- *On Thursday 8<sup>th</sup> October, when everyone had finally been to the toilet, an excited Larch class went on a school trip to the incredible Living Rainforest.*

**Step 4** – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence.

**Step 5** – Going back to the planning grid the teacher then recaps/ teaches adjectives and then writes a list of examples on their planning sheet.

Adjectives to describe feelings

excited  
jubilant  
eager  
exuberant

**Step 6** – Children are then given time to use a thesaurus to obtain strong adjectives for their writing and then write them in their planning grid.

**Step 7** - The teacher then models in their English book how to write the adjectives in to a sentence.

- *The whole class were so excited when boarding the coach and were eager to arrive at the destination.*

To add challenge the modelled example can be extended to:

- When boarding the coach, the whole class, including the teachers, were so excited and eager to arrive at the destination

**Step 8** – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence.

**Step 9** – Going back to the planning grid the teacher then recaps/ teaches subordinate clauses and then writes a list of examples on their planning sheet.

Subordinating clause

because of the traffic  
after more than an hour  
although we were late

**Step 10** – Children are then given time to write their own subordinate clauses and then write them in their planning grid.

**Step 11** - The teacher then models in their English book how to write the Subordinate clause in to a sentence.

- *Unfortunately, we arrived a little late because of the traffic on the motorway.*

To add challenge the modelled example can be extended to:

- Finally, we reached the Living Rainforest although we were a little late because of the traffic on the motorway.

**Step 12** – Once the teacher has modelled and verbalised the writing sentence the children are then given time to write their own sentence

At the end of the lesson, children use coloured pencil crayons to underline the success criteria and use purple pen to edit any of the basic such as capital letters, full stops and spellings. The children get opportunities to read their work to others to ensure grammatical accuracy.

**Stage 3 (Writing as a reader)** – during this stage, the children read back through the shared text that they have written. Children look through the checklist of the text to ensure that all features have been included. Purple pen is used to complete any editing at this point

**Stage 4 – Independent write** – Children are given a context to write a similar text to that in stage 2. This piece of writing can either be completed following stage 3 or a number of weeks later so that the new learning can be assessed more accurately. The children plan this text independently and then given a number of lessons to complete the write. The children can use the shared write examples from stage 2 to support them with their own independent write. Children then self-assess their writing using the same checklist from stage 3.

### **Writing Pedagogy**

- Teaching takes in to account the previous learning and building on sound knowledge of where the children need to go next
- Children must be able to speak a sentence correctly before they write it accurately
- Instruction and explanation are clear and precise
- Writing is broken down in to small chunks
- Regular retrieval tasks allow children to rehearse key skills and recall key knowledge
- Writing is modelled explicitly
- Regular feedback is given
- Learning objectives and success criteria are clear

### **SEND**

All pupils at St Cecilia's are entitled to a broad writing curriculum. Adaptations are made to content delivery rather than diluting the content taught e.g scaffolding.

Effective modelling by teachers ensures that children are able to achieve the learning intentions, with misconceptions addressed within it.

Through using a range of assessment tools, differentiation/ scaffolding is facilitated by teachers, to ensure that each pupil can access the writing curriculum.

Children are given clear success criteria in order to achieve the Learning objective with different elements of independence.

If appropriate, children engage with pre-teaching sessions so that they have a stronger idea of what is being taught before the lesson starts.

If appropriate children engage with timetabled interventions that aim to close an attainment gap

### **Handwriting**

At St Cecilia's we follow the Letter Join scheme of work. Handwriting sessions happen weekly with a mixture of teacher led sessions and pupil rehearsal sessions.

### **Spelling**

At St Cecilia's we use the RWI Scheme for spelling. This scheme utilises the phonic knowledge that the children learn in Reception and year 1.

### **Assessment**

During stage 2, the teacher will read the work of every child either during or after the lesson. From this, the teacher will give whole class feedback or individual feedback at the beginning of the following lesson. Ongoing assessment for learning is crucial within our writing approach.

More formal assessment is made on the independent write where the teacher assesses whether the learning from the unit has been applied to their independent write. This is done using the age group assessment grid (Appendix 3)

On a termly basis, to ensure that the assessments that we are making on the writing of our children is accurate, we will have moderation sessions in the school where all staff can make assessment judgements of children that they do not teach. In addition, the staff at St Cecilia's participate in collaborative work with the other TKAT schools including moderation opportunities.

### **Presentational expectations in Writing**

#### **KS1**

- Date and learning objective stuck in by children in the top left-hand corner
- Year 2, in the Spring/ Summer term, children begin writing their own date and objective in preparation for KS2
- Children complete written work using their best handwriting as appropriate for the year group
- There is an expectation that any drawings completed are at the age appropriate level

#### **KS2**

- Long date written on the top left of the page and underlined with a ruler
- Learning objective written under the date and underlined with a ruler
- If there are children who struggle to meet these expectations will be supported by the teacher e.g stuck in, learning objective written for (children must write their own date),
- Children complete written work using their best handwriting as appropriate for the year group
- There is an expectation that any drawings completed are at the age appropriate level
- Underlining is done with a ruler



## **Impact**

Pupil voice shows that pupils are confident and able to talk about what they have learnt in writing using subject specific vocabulary.

End of unit assessed pieces of writing highlight how well the children engage with the curriculum and keep pace with end of year expectations

Pupils progress meetings with teachers highlight the impact the curriculum has on outcomes and how well it meets the needs of all children

Evidence in books

End of year and of key stage data provides and insight of how well the curriculum is planned and implemented and the impact that it is having

## **Evaluating the Writing Curriculum**

When evaluating our curriculum, we ask ourselves these questions which are derived from our curriculum aims:

### **Inspire**

- To what extent do our children show independence, resilience and high aspirations in Writing?
- To what extent does our Writing curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality texts and resources?
- To what extent does the writing curriculum support learning in other areas of the curriculum?

### **Impart Knowledge**

- To what extent do children retain the knowledge learnt in writing lessons?
- To what extent do children apply their knowledge across the curriculum?
- To what extent does the Writing curriculum build over time?
- To what extent do children make progress against year group expectations?

### **Develop communication**

- To what extent does our Writing curriculum teach quality language?
- To what extent does the Writing curriculum provide opportunities to work collaboratively?
- To what extent does the Writing curriculum support children with oracy skills?

### **Inclusivity**

- How well is learning broken down and scaffolded in Writing?
- How well is assessment used to inform planning in Writing?
- To what extent does the Writing curriculum meet the needs of all learners including SEND/ EAL etc?

### **Citizenship and Spirituality**

- To what extent does the Writing curriculum allow children to take responsibility for their learning?
- To what extent does our Writing curriculum allow for diversity?
- To what extent does the Writing curriculum offer opportunities to present work in creative ways?
- To what extent does Writing offer opportunities to utilise the skills of the wider community?

## Appendix 1 – Box it up example

Box it up for short narrative

Section	Summary
Opening	
Build up	
Problem	
Resolution	
Ending	

Appendix 2 – Planning sheet example

Fronted adverbial to describe when
..... ..... ..... ..... .....
Adjectives to describe feelings
..... ..... ..... ..... .....
Subordinating clause
..... ..... ..... ..... .....

## Appendix 3 – Example Assessment grids for year group

### Reception

Date :								
<b>Children in Reception will be learning to :</b>								
<b>Physical Development</b>								
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - <i>check children have developed their upper arm and shoulder strength sufficiently (they do not need to move their shoulders as they move their hands and fingers) and that they can move and rotate their lower arms and wrists independently</i>								
Use anticlockwise movement and retrace vertical lines								
Develop the foundations of a handwriting style which is fast, accurate and efficient - <i>shows a preference for a dominant hand, learn how to hold a pencil correctly, correct letter formation (including directionality)</i>								
<b>Writing</b>								
Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - <i>this could be very early stages of mark-making and the emphasis is on communicating meaning</i>								
Give meaning to the marks they make as they draw, write, paint and type								
Begins to break the flow of speech into words to hear and say the initial sounds in words								
Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet								
Segment the sounds in words and blend them together								
Form lower-case and capital letters correctly								
Spell words by identifying the sounds and then writing the sound with letter/s								
Write recognisable letters in sequence, such as in their own name								
Use their developing phonic knowledge to write things such as labels and captions								
Write short sentences with words with known sound-letter correspondences - <i>they also are beginning to understand what finger spaces, capital letters and a full stops are, and how they are used</i>								
Re-read what they have written to check it makes sense								
<b>Working at the expected standard in Reception (Early Learning Goal)</b>								
<b>Physical development - fine motor skills</b>								
Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all cases								
<b>Literacy - writing</b>								
Write recognisable letters, most of which are correctly formed								
Spell words by identifying sounds in them and representing the sounds with a letter or letters								
Write simple phrases and sentences that can be read by others								

## Year 1

Working towards the expected standard in Y1							
<b>The pupil can, after discussion with the teacher:</b>							
Physical Development - Holds pencil between thumb and two fingers, no longer using whole hand grasp							
write sentences which can be read by themselves and others (without punctuation)							
use capital letters for their name and the personal pronoun I							
use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible							
spell some Year 1 common exception words							
spell some suffixes from the year 1 spelling patterns [see National Curriculum ]							
form many letters with the correct starting and finishing point – size may vary							
begin to space words accurately							
Working at the expected standard in Y1							
<b>The pupil can, after discussion with the teacher:</b>							
write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)							
use the joining word <i>and</i>							
use simple past and present verbs mostly accurately							
use capital letters and full stops to demarcate some sentences accurately							
use capital letters for proper nouns							
use question marks to demarcate some sentences							
use exclamation marks to demarcate some sentences							
use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible							
add the suffixes <i>-ing, -ed, -er -est</i> to spell many words correctly							
Add the regular plural noun suffixes <i>-s</i> or <i>-es</i>							
spell most Year 1 common exception words taught							
form many lower case and capital letters accurately							
write with many letters accurate in shape and size, including capital letters and digits							
use spacing between words							
re-read writing to check that it makes sense							
read aloud their writing to each other and the teacher							
Working at greater depth in Y1							
<b>The pupil can, after discussion with the teacher:</b>							
always think of the reader as they write, making precise word choices							
always know when to use the joining word <i>and</i> in a sentence, using it appropriately and sparingly							
consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly							
consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly							
improve writing after discussion with the teacher							









## Year 5

Working towards the expected standard in Y5							
<b>The pupil can:</b>							
write for a range of purposes							
describe settings and characters including expanded noun phrases and adverbials							
use co-ordinating and subordinating conjunctions							
use adverbs to express time							
use prepositions to express place and time							
use paragraphs or sections to organise and structure							
use the full range of punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials							
maintain standard English forms							
add prefixes and suffixes to spell many words correctly							
spell many KS1, Y3/4 and Y5/Y6 common exception words correctly							
produce legible joined handwriting							
Working at the expected standard in Y5							
<b>The pupil can:</b>							
write effectively for a range of purposes and audiences							
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs							
use adverbs to add detail, qualification and precision							
use preposition phrases to add detail, qualification and precision							
use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase							
use relative clauses, sometimes omitting the relative pronoun							
use a wide range of clause structures, sometimes varying their position within the sentence							
use verb tenses mostly consistently and correctly throughout their writing							
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)							
use commas for clarity mostly correctly							
use some punctuation for parenthesis (brackets, commas and dashes)							
begin to create atmosphere, and integrate dialogue to convey character and advance the action							
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)							
Consistently produce legible joined handwriting							
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							
Working at greater depth in Y5							
<b>The pupil can:</b>							
in narratives, describe settings, characters and atmosphere							
integrate dialogue in narratives to convey character and advance the action							
select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly							
Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling							
using the full range of punctuation taught correctly and appropriately							

Year 6

Date and genre of work:								
<b>Working towards the expected standard in Y6</b>								
<b>The pupil can:</b>								
write for a range of purposes, <i>knowing key features of a genre</i>								
use paragraphs to organise ideas								
in narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i>								
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, <i>apostrophes for singular possession</i> 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								
<b>Working at the expected standard in Y6</b>								
<b>The pupil can:</b>								
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader ( <i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i> ), using similar writing as a model ( <i>WAGOLL and other texts</i> )								
in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, <i>e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i>								
integrate dialogue in narratives to convey character and advance the action, <i>using correctly punctuated speech</i>								
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, <i>e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists</i>								
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								
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning								
<b>Working at greater depth in Y6</b>								
<b>The pupil can:</b>								
write effectively for a range of purposes and audiences, selecting the appropriate 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 writing 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 and colons to mark boundaries between clauses, dashes and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity								

Appendix 5 – year group curriculum maps

Year 3			
Autumn Term Overview			
<p><b>Unit 1:</b> Narrative – Journey (PB)  <b>Purpose:</b> Entertain  <b>Audience:</b> Year 2 children  <b>Independent write:</b> Children write the story of the picture book Journey.</p>	<p><b>Unit 2:</b> Information text – Stone Age animal  <b>Purpose:</b> Inform  <b>Audience:</b> Deadly 60 viewers  <b>Independent write:</b> Children write their own information text for sabre tooth tiger or woolly mammoth.</p>	<p><b>Unit 3:</b> Narrative - Stone Aged boy (PB)  <b>Purpose:</b> Entertain  <b>Audience:</b> Year 4 children  <b>Independent write:</b> Children write Stone Age Boy based in Neolithic Britain</p>	<p><b>Unit 4:</b> Recount  <b>Purpose:</b> Inform  <b>Audience:</b> Parents  <b>Independent write:</b> Children write about their school trip??</p>
<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Apostrophes for possession and contraction</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Headings and Sub-headings</li> <li>- Commas in lists (Y2)</li> <li>- Apostrophes for possession and contraction</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Commas in lists (Y2)</li> <li>- Apostrophes for possession and contraction</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Apostrophes for possession and contraction</li> </ul>
Spring Term Overview			
<p><b>Unit 5:</b> Narrative – Short film (Dream giver – literacy shed)  <b>Purpose:</b> Entertain  <b>Audience:</b> Older children  <b>Independent write:</b> Write own story opening for the Dream giver.</p>	<p><b>Unit 6:</b> Explanation text – How a robot dog works (JC)  <b>Purpose:</b> Inform/ Explain  <b>Audience:</b> Children  <b>Independent write:</b> Write own explanation of how a robot dog works</p>	<p><b>Unit 7:</b> Narrative (Alternative version)  <b>Stimulus:</b> The Three Pigs  <b>Purpose:</b> Entertain  <b>Audience:</b> Year 2 children  <b>Independent write:</b> Write their own version of three little pigs</p>	<p><b>Unit 8:</b> Instructions – How to make a .....  <b>Purpose:</b> Inform  <b>Audience:</b>  <b>Independent write:</b> Write own instructions to make a .....</p>
<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Commas in lists (Y2)</li> <li>- Apostrophes for possession and contraction</li> <li>- Similes</li> <li>-</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Headings and Sub-headings</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Apostrophes for possession and contraction</li> <li>- Similes</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Headings and Sub-headings</li> <li>- Commas in lists (Y2)</li> </ul>
Summer Term Overview			
<p><b>Unit 9:</b> Narrative – The incredible book eating boy (JC)  <b>Purpose:</b> Entertain  <b>Audience:</b> Children  <b>Independent write:</b> The incredible CD eating boy</p>	<p><b>Unit 10:</b> Persuasive advert  <b>Purpose:</b> Persuade  <b>Audience:</b> All customers of the smoothie  <b>Independent write:</b> Children create advert to sell their own smoothie</p>	<p><b>Unit 11:</b> Narrative – Magic Paintbrush (JC)  <b>Purpose:</b> Entertain  <b>Audience:</b> Children  <b>Independent write:</b> Own version of the Magic Paint Brush</p>	<p><b>Unit 12:</b> Poetry – animals and poetry (Hamilton Trust)  <b>Purpose:</b> Entertain  <b>Audience:</b> Children  <b>Independent write:</b> Write their own poems</p>
<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Apostrophes for possession and contraction</li> <li>- Similes</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Describe settings and characters using noun phrases</li> <li>- Co-ordinating and subordinating conjunctions</li> <li>- Use adverbs and prepositions to express time and place</li> <li>- Inverted commas in dialogue</li> <li>- Apostrophes for possession and contraction</li> <li>- Similes</li> </ul>	<p><b>Objectives to cover:</b></p> <ul style="list-style-type: none"> <li>- Noun phrases</li> <li>- Prepositions</li> </ul>

Year 4			
Autumn Term Overview			
<b>Unit 1:</b> Narrative – Flotsam (PB) <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> Write a Sequel to Flotsam	<b>Unit 2:</b> Information text – Based on Pandora video <b>Purpose:</b> Inform <b>Audience:</b> children <b>Independent write:</b> Write about a Pandora animal.	<b>Unit 3:</b> Narrative – Feast – Disney film <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> Write own version of the story	<b>Unit 4:</b> Recount <b>Purpose:</b> Inform <b>Audience:</b> Parents <b>Independent write:</b> Children write a recount of the school trip
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail - similes</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> <li>- Similes</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>
Spring Term Overview			
<b>Unit 5:</b> Narrative – Pigeon Impossible <a href="https://www.literacyshed.com/pigeon-impossible.html">https://www.literacyshed.com/pigeon-impossible.html</a> <b>Purpose:</b> <b>Audience:</b> <b>Independent write:</b>	<b>Unit 6:</b> Explanation text – Then I met Dudley <b>Purpose:</b> Inform <b>Audience:</b> Children <b>Independent write:</b> How does a washing machine work?	<b>Unit 7:</b> Narrative – fairy tale alternative – Red Riding Hood? <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> An alternative story of Little Red Riding Hood	<b>Unit 8:</b> Newspaper Article <b>Purpose:</b> Entertain/ Inform <b>Audience:</b> Newspaper readers <b>Independent write:</b>
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> <li>- Similes and metaphors</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>
Summer Term Overview			
<b>Unit 9:</b> Narrative: The BFG <b>Purpose:</b> Entertain <b>Audience:</b> Children in Year 5 <b>Independent write:</b> Children write the next section of the story	<b>Unit 10:</b> Persuasive letter: Inviting an author in to school (JC) <b>Purpose:</b> <b>Audience:</b> <b>Independent write:</b> Children write letters to other famous people inviting them in to school	<b>Unit 11:</b> Narrative: The lost thing (Film) <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> Write own version of video clip	<b>Unit 12:</b> Poetry – Syllabic Poems <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> Own syllabic poem
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> <li>- Similes and metaphors</li> <li>-</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Expanded noun phrases and adverbials to develop description</li> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Use of inverted commas and related punctuation for dialogue</li> <li>- Range of conjunctions</li> <li>- Similes and metaphors</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Range of adverbs for detail</li> <li>- Prepositional phrases for noun phrases</li> <li>- Fronted adverbials and commas</li> <li>- Range of conjunctions</li> </ul>

Year 5			
Autumn Term Overview			
<b>Unit 1:</b> Narrative – The Viewer (PB) <b>Purpose:</b> Entertain <b>Audience:</b> Children – for Shaun Tan’s book <b>Independent write:</b> Children write their own version for the story The Viewer	<b>Unit 2:</b> Recount <b>Purpose:</b> Inform <b>Audience:</b> Children <b>Independent write:</b> Children write a recount of Auggie’s first day at school either from his perspective if the perspective of a classmate	<b>Unit 3:</b> Argument <b>Purpose:</b> <b>Audience:</b> <b>Independent write:</b> Children write a balanced argument about whether schools should have a school uniform	<b>Unit 4:</b> Explanation <b>Purpose:</b> Inform <b>Audience:</b> Children for Science book <b>Independent write:</b> Write an explanation of the Water Cycle
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Conjunctions and adverbials (fronted) to build cohesion</li> <li>- Adverbs for detail</li> <li>- Prepositions</li> <li>- Noun phrases</li> <li>- Relative clauses</li> <li>- Inverted commas</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Adverbs for detail and qualification</li> <li>- Prepositions</li> <li>- Noun phrases</li> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Use simple devices to structure writing</li> <li>- Varied structures including position of Subordinate clauses</li> <li>- Parenthesis</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Use simple devices to structure writing</li> <li>- Adverbs for precision</li> <li>- Prepositions</li> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>
Spring Term Overview			
<b>Unit 5:</b> Diary – based on..... <b>Purpose:</b> Entertain <b>Audience:</b> Ourselves <b>Independent write:</b>	<b>Unit 6:</b> Narrative – Rock Paper Scissors Narrative <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b> Children their own Beowulf legend	<b>Unit 7:</b> Narrative – One small step (JC Film) <b>Purpose:</b> Entertain <b>Audience:</b> Children’s book <b>Independent write:</b> Write own version of film	<b>Unit 8:</b> Newspaper article <b>Purpose:</b> Inform <b>Audience:</b> Adults/ newspaper editor <b>Independent write:</b> Newspaper based on missing child from Cosmic
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Inverted commas</li> <li>- Varied structures including position of Subordinate clauses</li> <li>- Apostrophes</li> <li>- Similes and metaphors</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Inverted commas</li> <li>- Varied structures including position of Subordinate clauses</li> <li>- Apostrophes</li> <li>- Similes and metaphors</li> <li>-</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Use simple devices to structure writing</li> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Inverted commas</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>
Summer Term Overview			
<b>Unit 9:</b> Narrative – The Present (JC Film)  <b>Purpose:</b> Entertain <b>Audience:</b> <b>Independent write:</b> Write own version of the film – The Present	<b>Unit 10:</b> Persuasive letter  <b>Purpose:</b> Persuade <b>Audience:</b> <b>Independent write:</b> Write a letter to persuade ???? to facetime the school	<b>Unit 11:</b> Information text  <b>Purpose:</b> Inform <b>Audience:</b> <b>Independent write:</b> Children write an information text based on a continent in North America	<b>Unit 12:</b> Poetry – old possum’s book of practical cats  <b>Purpose:</b> Entertain <b>Audience:</b> <b>Independent write:</b> Write own cat poem
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Inverted commas</li> <li>- Varied structures including position of Subordinate clauses</li> <li>- Apostrophes</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Use simple devices to structure writing</li> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Use simple devices to structure writing</li> <li>- Relative clauses</li> <li>- Parenthesis</li> <li>- Varied structures including position of Subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Descriptive language – simile, metaphor, personification</li> <li>- Relative clauses</li> <li>- Parenthesis</li> </ul>

Year 6			
Autumn Term Overview			
<b>Unit 1:</b> Narrative – The Arrival, Varmints (PB) <b>Purpose:</b> Entertain <b>Audience:</b> Children in Year 6 <b>Independent write:</b> Own version of story	<b>Unit 2:</b> Diary – life as an evacuee <b>Purpose:</b> Inform <b>Audience:</b> Individual <b>Independent write:</b> Own Diary as an evacuee	<b>Unit 3:</b> Balanced Argument – Is Graffiti art? ( <i>EXS Exemplification</i> ) <b>Purpose:</b> Discussion <b>Audience:</b> Adults <b>Independent write:</b> Different argument context e.g mobile phones	<b>Unit 4:</b> Explanation <i>GDS Exemplification</i> <b>Purpose:</b> Inform <b>Audience:</b> Children <b>Independent write:</b>
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Correctly punctuated dialogue conveying character and advancing action</li> <li>- Noun phrases describing settings and characters including synonyms</li> <li>- Adverbials including fronted adverbials</li> <li>- Semi Colons marking 2 independent clauses</li> <li>- Complex sentences – subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Description of settings, character and atmosphere - Similes, metaphors, personification</li> <li>- Colon to introduce a list (who was there, what was packed)</li> <li>- Relative clauses and parenthesis</li> <li>- Adverbials including fronted adverbials</li> <li>- Noun Phrases and synonyms</li> <li>- Complex sentences</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Formality of language</li> <li>- Modal verbs</li> <li>- Semi-colons</li> <li>- Varying sentence structures - Complex sentences – subordinate conjunctions</li> <li>- Adverbials to build cohesion</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Adverbials to link ideas</li> <li>- Relative clauses</li> <li>- Parenthesis – Dashes, brackets and commas</li> <li>- Variety of sentence structures</li> <li>- Semi colon to mark 2 independent clauses</li> </ul>
Spring Term Overview			
<b>Unit 5:</b> Short Story – Paperman (Disney film) <b>Purpose:</b> Entertain <b>Audience:</b> children <b>Independent write:</b> Own version of the story	<b>Unit 6:</b> Recount Writing - Description – before a final/ before a concert <i>GDS Exemplification</i> <b>Purpose:</b> Entertain <b>Audience:</b> Biography readers - adults <b>Independent write:</b> description of athlete before an event	<b>Unit 7:</b> <b>Narrative:</b> Hansel and Gretel (JC) <i>GDS Exemplification</i> <b>Purpose:</b> Inform/ Entertain <b>Audience:</b> Children <b>Independent write:</b> Alternative ending	<b>Unit 8:</b> Newspaper article – Roads End (Film) <i>GDS Exemplification + JC Unit</i> <b>Purpose:</b> Inform/ Entertain <b>Audience:</b> Adults <b>Independent write:</b> Newspaper about the missing man (Roads end)
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Correctly punctuated dialogue conveying character and advancing action</li> <li>- Noun phrases describing settings and characters including synonyms</li> <li>- Adverbials including fronted adverbials</li> <li>- Semi Colons marking 2 independent clauses</li> <li>- Complex sentences – subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Describe characters, settings and atmosphere - metaphors, personification, similes</li> <li>- Adverbials, noun phrases, synonyms</li> <li>- Parenthesis</li> <li>- Colons/ semi-colons</li> <li>- Parenthesis ( ) -- ,,</li> <li>- Relative clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Tense forms</li> <li>- Semi colons/ colons</li> <li>- Apostrophes for contraction</li> <li>- Parenthesis</li> <li>- Relative clauses</li> <li>- Adverbials / Fronted adverbials</li> <li>-</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Noun phrases to describe events (Synonyms)</li> <li>- Correctly punctuated dialogue conveying character and advancing action</li> <li>- Formal tone/ informal for dialogue – apostrophes for contraction</li> <li>- Passive voice</li> <li>- Complex sentences – subordinate clauses</li> <li>- Parenthesis ( ) -- ,,</li> <li>- Relative clauses</li> </ul>
Summer Term Overview			
<b>Unit 9:</b> Short Story - <i>GDS Exemplification</i> <b>Purpose:</b> Entertain <b>Audience:</b> Children <b>Independent write:</b>	<b>Unit 10:</b> Letter Writing (Formal) <i>GDS Exemplification</i> <b>Purpose:</b> Persuade <b>Audience:</b> <b>Independent write:</b>	<b>Unit 11:</b> Poetry – The Highwayman <b>Purpose:</b> Entertain <b>Audience:</b> <b>Independent write:</b> An alternative ending	<b>Unit 12:</b> Letter to the future – children leaving for a time capsule <b>Purpose:</b> Inform <b>Audience:</b> Future children <b>Independent write:</b> Individual letter for the time capsule
<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Correctly punctuated dialogue conveying character and advancing action</li> <li>- Noun phrases describing settings and characters including synonyms</li> <li>- Adverbials including fronted adverbials</li> <li>- Semi Colons marking 2 independent clauses</li> <li>- Complex sentences – subordinate clauses</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Full range of punctuation</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Full range of punctuation</li> </ul>	<b>Objectives to cover:</b> <ul style="list-style-type: none"> <li>- Full range of punctuation</li> </ul>

