

English Writing Intent

At Beaminsters St Mary's Academy we strongly believe that English has a vital role to play in education and in society as a whole. A high-quality education in English will enable pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Our English Curriculum is driven by a deep-rooted passion for high quality texts which reflect a diverse and progressive world view. These texts are used as a stimulus to drama, to discussion, to debate, to explore ideas, to expand vocabulary, to improve reading comprehension and writing skills.

Driven by high quality texts and poetry alongside opportunities for talk, writing skills develop. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. English, especially, plays a key role in such development and engenders our children with a global consciousness. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society therefore we place high value of the quality first teaching we deliver as part of our English curriculum.

The overarching aim for English in our school is to promote extremely high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- **sharing collective wisdom is the cornerstone of their learning.** Children use peer and group discussion in order to learn; they should be able to elaborate and articulate clearly their understanding and ideas.
- **see themselves as authors.** Children write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- **read with ease, fluently and with clear understanding and expression so as to engage and excite the reader.**
- **immerse themselves in language.** Children develop the habit of reading widely and often, for both pleasure and information so as to acquire a varied and ambitious vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- **have a varied and diverse literary diet.** Children are exposed to a wide variety of high-quality literature from all cultures so as to appreciate our rich and varied literary heritage and that of other countries.
- **are eloquent and confident speakers.** Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The school places huge importance on developing discussion skills, speaking and listening and drama as we firmly believe that children need to develop a wide and exciting vocabulary. A variety of media is used as a stimulus to learning, including e-books, drama and computers.

Writing:

We want all of our children to become successful and confident writers. From the beginnings of EYFS through to the end of Year 6 the children develop their writing skills through immersion in high quality key texts and visual units. For each unit of work (key text) the children are expected to produce high quality writing based on the following general structure:

- **High Quality Model Text:** Ambitious language structures and patterns are learnt and internalised through oral rehearsal based on a text map.
- **Box-Ups and Toolkits:** unpicking the underlying structure of the text and the features that make it a great piece of writing.
- **Discrete teaching of grammar and punctuation:** this is carefully matched to the child's learning journey and also the text-type and genre being learnt. Once learnt in isolation, the grammar and punctuation is applied to shorter pieces of writing.
- **Short-Burst Writing:** each writing unit has a particular focus that will be learnt and applied to the extended piece of writing. For example, when learning a portal story, the short-burst focus may be 'how do writers create suspense?' A toolkit of strategies will be unpicked and practised so that this can be applied to other pieces of writing.
- **Innovate:** based on the original model text, children are taught how to write in a similar style and for the same purpose.
- **Independent Application:** children apply all they have learnt to their own invented piece of writing.
- **Success criteria:** Children use success criteria to self-select their areas for development and take ownership over their learning. This is supported and modelled by the class teacher so as to ensure the level of challenge remains high.

Handwriting:

Handwriting is taught daily from Reception to Year 6 using the PenPals scheme. The scheme begins with mark making and patterns in Early Years all the way up to legible, joined handwriting in Year 6. Children begin to learn the cursive style in Yr 2. When this is introduced will depend upon the cohort although all children (with the exception of children with additional needs) will be using the cursive style by the end of the year. When a child is deemed to have legible, joined writing they are awarded a pen.

Curriculum Drivers

	In all subjects...	In writing, this looks like...
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	Using expert models to help guide our own writing, thinking carefully about authorial choice
Admiration	We aspire for pupils to become wise, respectful learners	Appreciating the beauty of the written word and the impact it can have on us and others
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	Speaking clearly, using ambitious language structures and accurate use of Standard English
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever-changing global environment.	Exposing children to a wide-range of diverse texts and authors, shining a spotlight on matters that affect us today

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Purposes for Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Writing for a range of purposes (labels, captions and simple sentences)				Writing to entertain (journey story) Writing to entertain (problem story)	Writing to entertain (problem story) Writing to inform (instructions)
Year 1/2 cycle 1	Writing to entertain (problem story) Writing to inform (fact file)	Writing to entertain (journey tale) Writing to inform (letter)	Writing to entertain (warning tale) Writing to inform (fact file)	Writing to entertain (journey tale) Writing to inform (recount)	Writing to entertain (picture book) Writing to inform (instructions)	Writing to entertain (finding tale) Writing to inform (letter)
Year 1/2 cycle 2	Writing to entertain (defeating the monster) Writing to inform (instructions)	Writing to entertain (problem story) Writing to inform (recount)	Writing to entertain (friendship tale) Writing to inform (Fact file)	Writing to entertain (wishing tale) Writing to inform (Fact file)	Writing to entertain (defeating the monster) Writing to inform (instructions)	Writing to entertain (Journey story) Writing to inform (Fact file)
Year 3/4 cycle 1	Writing to entertain (warning) Writing to inform (fact file)	Writing to entertain (portal) Writing to inform (letter)	Writing to entertain (finding tale) Writing to persuade (advert)	Writing to entertain (The hobbit) Writing to inform (Instructions)	Writing to entertain (suspense) Writing to persuade (advert)	Writing to entertain (finding tale) Writing to inform (instructions)
Year 3/4 cycle 2	Writing to entertain (character flaw) Writing to inform (fact file)	Writing to entertain (wishing tale) Writing to persuade (advert)	Writing to entertain (myth) Writing to persuade (advert)	Writing to entertain (finding tale) Writing to inform (fact file)	Writing to entertain (quest story) Writing to inform (Fact file)	Writing to entertain (defeating the monster) Writing to persuade (Advert)
Year 5/6 cycle 1	Writing to entertain (journey) Writing to inform (instructions)	Writing to entertain (suspense tale) Writing to discuss (balanced argument)	Writing to entertain (fear/warning) Writing to persuade (balanced argument)	Writing to entertain (action tale) Writing to Discuss (Diary entry)	Writing to entertain (defeating the monster) Writing to inform (Fact file)	Writing to entertain (portal story) Writing to persuade (Advert)
Year 5/6 cycle 2	Writing to entertain (warning tale) Writing to persuade (argument/advert)	Writing to entertain (journey tale) Writing to inform (Fact file)	Writing to entertain (fiction tale) Writing to discuss (Balanced argument)	Writing to entertain (portal story) Writing to discuss (Balanced argument)	Writing to entertain (myth) Writing to inform (advert)	Writing to entertain (wishing tale) Writing to persuade (Argument)

Early Years	WRITING					
	Transcription*	Handwriting **	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<ul style="list-style-type: none"> Use large-muscle movement to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately 	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 				
Spring	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. 				
Summer	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers 				

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 1		WRITING					
		Transcription*	Handwriting **	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Autumn		<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use –ing and –ed, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these. Letter formation practice: capital letters 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun ‘I’ Begin to punctuate sentences using a capital letter and a full stop Join words using ‘and’
	Spring	<ul style="list-style-type: none"> Spell the days of the week Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 	<ul style="list-style-type: none"> Introduce diagonal join to ascender Introduce diagonal join, no ascender Introduce diagonal join, no ascender to an anticlockwise letter. 	<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/ verb agreement 	<ul style="list-style-type: none"> Begin to punctuate sentences using a question mark Join clauses using ‘and’ Use a capital letter for days of the week
	Summer	<ul style="list-style-type: none"> Can use the prefix un– Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Practice diagonal join, no ascender Introduce horizontal join, no ascender Introduce horizontal join, no ascender to an anticlockwise letter Introduce horizontal join to ascender Introduce horizontal and diagonal joins to ascender 	<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 2		WRITING					
		Transcription*	Handwriting**	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn		<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including -ly Use the possessive apostrophe (singular) 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters Practise diagonal joins. Practise horizontal joins. 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Write statements 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly
	Spring	<ul style="list-style-type: none"> Add suffixes to spell longer words, including -ful, -less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones Add suffixes to spell longer words – ment, -ness 	<ul style="list-style-type: none"> Introduce looping join Introduce joins to s. 	<ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task 	<ul style="list-style-type: none"> Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes -er, -est, in adjectives
	Summer	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> Introduce joins from r. Introduce qu, rr, ss, ff, gg 	<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 3		WRITING										
		Transcription*	Handwriting **	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation					
Autumn	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting Revise joins taught in Year 2 term 1 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke 						
							Spring	<ul style="list-style-type: none"> Revise joins taught in Year 2 term 2 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
								Summer	<ul style="list-style-type: none"> Revise joins taught in Year 2 term 3 with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 	<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 4		WRITING				
		Transcription*	Handwriting **	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure
Autumn	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary Plural nouns of words ending in 'o'. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> Understand the difference between plural and possessive -s Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
		<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 	<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns 	
		<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Use figurative language such as similes, alliteration to build a picture in the readers head 		<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i> 	
Spring						
Summer						

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 5		WRITING				
		Transcription*	Handwriting **	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure
Autumn	<ul style="list-style-type: none"> 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 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis
	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) 	<ul style="list-style-type: none"> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list
	<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs 	<ul style="list-style-type: none"> Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 		

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Year 6		WRITING				
		Transcription*	Handwriting **	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure
Autumn	<ul style="list-style-type: none"> 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 Use dictionaries to check the spelling and meaning of words Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: <i>He's your friend, isn't he?</i> Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use hyphens to avoid ambiguity
	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Select verb forms for meaning and effect e.g. deliberate change of tense 			<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Punctuate bullet points consistently
	<ul style="list-style-type: none"> Revise joins in words linked to spellings with a focus on size, proportion and spacing. 	<ul style="list-style-type: none"> Manage shifts in levels of formality within a text Select synonyms accurately for effect rather than as an alternative for an original word 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i> 	

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.

Appendix 2 - Handwriting Teaching Sequence

	Term 1	Term 2	Term 3
Rec	Introduce letter formation and rhymes during phonic lessons.	One-armed robot letters: r,b,n, h,m,k,p Curly caterpillar letters: c,a,d, o,s,g,q,e,f	Long ladder letters:l,i,t,u,j,y Zig-zag monster letters:z,v,w,x
Year 1	Letter formation practice: long ladder family Letter formation practice: one-armed robot family Letter formation practice: curly caterpillar family Letter formation practice: zig-zag monster family Letter formation practice: capital letters	Introduce diagonal join to ascender: joining at/all Practise diagonal join to ascender: joining th Practise diagonal join to ascender: joining ch Practise diagonal join to ascender: joining cl Introduce diagonal join, no ascender: joining in/im Practise diagonal join, no ascender: joining cr/tr/dr Practise diagonal join, no ascender: joining lp/mp Introduce diagonal join, no ascender, to an anticlockwise letter: joining id/ig Practise diagonal join, no ascender, to an anticlockwise letter: joining nd/ld Practise diagonal join, no ascender, to an anticlockwise letter: joining ng	Practise diagonal join, no ascender: joining ee Practise diagonal join, no ascender: joining ai/ay Practise diagonal join, no ascender: joining ime/ine Introduce horizontal join, no ascender: joining op/oy Practise horizontal join, no ascender: joining one/ome Introduce horizontal join, no ascender, to an anticlockwise letter: joining oa/og Practise horizontal join, no ascender, to an anticlockwise letter: joining wa/wo Introduce horizontal join to ascender: joining ol/ot Practise horizontal join to ascender: joining wh/oh Introduce horizontal and diagonal joins to ascender: joining of/ot
Year 2	Practise diagonal join to ascender in words: eel/eet Practise diagonal join, no ascender, in words: a_e Practise diagonal join, no ascender, to an anticlockwise letter in words: ice/ide Practise horizontal join, no ascender, in words: ow/ou Practise horizontal join, no ascender, in words: oy/oi Practise horizontal join, no ascender, to an anticlockwise letter in words: oa/ode Practise horizontal join to ascender in words: ole/obe Practise horizontal join to ascender in words: ook/ool Practise diagonal join to r: ir/ur/er Practise horizontal join to r: or/oor	Introduce looping join to an e: ge, ye, je, fe Introduce looping join to a no ascender: gi, ju, yu, fi, gr Introduce looping join to an anticlockwise letter: ga, yo, ja, fo Introduce looping join to an ascender: gh, gl, ft, fl Introduce diagonal join to s: dis Introduce horizontal join to s: ws Introduce diagonal join from s to ascender: sh Introduce diagonal join from s, no ascender: si/su/se/sp/sm Introduce horizontal join from r to an anticlockwise letter: rs	Introduce horizontal join from r to ascender: url/irl/irt Introduce horizontal join from r: ere Practise joining to and from r: air Practise diagonal join to an anticlockwise letter: ea/ear Introduce qu (diagonal join, no ascender) Introduce rr (horizontal join, no ascender) Introduce ss (diagonal join, no ascender, to an anticlockwise letter) Introduce ff Introduce gg
Year 3	Revise joins taught in Year 2 term 1 with a focus on size, proportion and spacing.	Revise joins taught in Year 2 term 2 with a focus on size, proportion and spacing.	Revise joins taught in Year 2 term 3 with a focus on size, proportion and spacing.
Year 4	Revise joins in words linked to spellings with a focus on size, proportion and spacing.	Revise joins in words linked to spellings with a focus on size, proportion and spacing.	Revise joins in words linked to spellings with a focus on size, proportion and spacing.
Years 5 and 6	Revise joins in words linked to spellings with a focus on size, proportion and spacing.	Revise joins in words linked to spellings with a focus on size, proportion and spacing.	Revise joins in words linked to spellings with a focus on size, proportion and spacing.

*See Appendix for teaching sequence of spelling rules **See Appendix 2 for specific letters and joins to be taught in Handwriting.