

Corpus Christi Catholic Primary School



WRITING HANDBOOK

WRITING CURRICULUM: INTENT: All of our children will have consistent access to a broad, balanced and high quality writing curriculum:

DISCOVERING a flair and fluency in writing, adapting styles to suit audiences and exploring genres and purpose to entertain, inform, persuade and discuss.

RESPECTING other people's writing style and choice, including authors we admire and simulate in our own work.

ENTHUSIASM for writing, applying the skills, structures and styles we appreciate across all areas of the curriculum.

ASPIRATION to create the best writing we can, finding ways to edit and improve in all we write and do.

MAKING A DIFFERENCE to our audiences, producing well written, well informed writing that entertains, informs, persuades and discusses to help people in their lives.

The National Curriculum's overarching aims for English is to 'promote high standards of language and literacy by equipping pupils with a strong command' of our language. It also aims to develop the enjoyment of reading and literature by opening up their experiences.

The national curriculum for English aims to ensure that all pupils can do the following:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions of writing.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

The National Curriculum programmes of study for Writing at Key Stages 1 and 2 consist of two dimensions, transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Writing at Corpus Christi, is centres around a high quality example text that captures the children's interest from the outset. The model that is used to teach writing is a personalised approach based around best practice taken from 'The Write Stuff'. The school environment enfolds children in stories, settings, and language. There is a focus on oracy, language development, equipping children with fundamental knowledge and skills that will enable them to be successfully throughout their lives.

Through The Write Stuff approach, children are immersed in a key text, revealing plot points one at a time through the 'slow reveal' to maintain the excitement of revealing the story. This story forms the basis of the wider project and curriculum enrichment. We add clarity to the mechanics of teaching of writing.

We believe that writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structures) and orthography (spelling structure) of words. We spend time focussing on effective compositions, forming, articulating and communicating ideas, and then organising them coherently for a reader. We understand the importance of an awareness of the audience, purpose, and context, and an increasingly wide knowledge of vocabulary and grammar, as well as continuously developing fluent, legible and, eventually, speedy handwriting.

At Corpus Christi, our Mission Statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our Writing Curriculum:

By opening up chances **DISCOVER** writing opportunities across the breadth of the curriculum, writing to entertain, inform, persuade and discuss in a range of contexts, applying key skills, creative flair and a developing vocabulary for a range or audience and purpose.

Showing **RESPECT** for those we write about, by exploring our literary own history, other cultures, beliefs and opinions from all walks of life, using excellent grammar and language to express ourselves for the good of others.

Having **ENTHUSIASM** for writing, creating quality pieces, with good stamina, looking to create their best work for their audience and purpose, in which children are encouraged to use their imagination and creative skills to develop their own style and flair in their work.

To **ASPIRE** to great writing, with depth and purpose, using the work of others to help learn and grow in their own style and flair, giving themselves a voice to share with others to entertain, inform, persuade and discuss, producing beautifully presented and drafted pieces of work.

Finding ways to **MAKE A DIFFERENCE** to our schools, to our global community and to ourselves, by developing and growing into well-written, articulate human beings, who can entertain, inform, persuade and discuss a range of topics which affect people all over world, finding new ways to show off our understanding of punctuation and sentence types to make our point in a strong, but considerate manner.

Strategies

In Reception, children are immersed in a language rich environment, with stories at the core of their learning and the Early Years Curriculum. Even before they can write, the children are securing their understanding of words and their meanings. This is backed up by the Phonics programmes, Read Write Inc, focussing on recognising key sound, effective blending, and a consistent approach to spelling. This allows progression up the school to follow a consistent approach, with solid building blocks in place as children move on to constructing sentences and sustained writing.

Across the school, children follow a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks:

Initiate section – a stimulus to capture the children's imaginations and set up a sentence.

Model section – the teacher close models a sentence that outlines clear writing features and techniques.

Enable section – the children write their own piece including their structured sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning. These sentences are built into the children's paragraphs, using steps to success and guidance for their work.

Once the children have followed their 'central character' through the story, they have the opportunity to plan and write independently using their previous learning to shape their creative stories. Children at Corpus Christi are encouraged to see writing as a journey; re-drafting and editing are used before writing is published. Writing extends across the curriculum with children being given opportunities to write for range of different purposes outside of the writing lessons.

All English based activities are extended with opportunities for Greater Depth, where children can take writing in their own directions. This includes project sessions, structure of English lessons, writing non-negotiables, assessment and marking.

In order to achieve our aims, our school provides the following:

On-site facilities:

- A suite of iPads for research
- Working walls in every classroom, with examples of key features in each year group.
- RWI school, with trained staff and resources
- Collections of exemplar texts for use as high quality texts to model writing
- Handwriting scheme, consistent across the school, to ensure practise and quality from early on.
- Writing checklist for each year group, to show what is expected in the genre and allow the children to self-assess, edit and improve their work.

Off-site facilities:

- SLA with Schools Library Service
- Access to Rainford Village Library for class visits
- Links with De La Salle to discuss approaches in Upper Key Stage 2
- Links with Network Cluster for Writing Moderation
- Member of St Helens Teaching Alliance, with access to training and support for Writing co-ordinators.

Curriculum Provision

Five hours of dedicated English lessons, outside of Read Write Inc and Guided Reading, are timetabled in every class. Four hours are dedicated to Writing skills, with at least three piece of writing being produced and the option of a grammar and punctuation lesson, if this is needed.

Lessons focus on a genre of writing, in which a high quality example is explored and assessed by the children, a shared text is shaped and modelled and then the children compose their own version. Grammar, punctuation and spelling should be woven through these writing experiences, to expose children to these skills in all contexts of writing. Purpose and audience is a vital part of this structure, and the progression through the year groups will express both this and the vocabulary, grammar and punctuation used.

Writing experiences should also be built into the curriculum across all subjects, with an expectation that History, Geography, Science and Religious Education topics should feature at least one writing experience in a genre already covered in English lessons.

Planning is based around the National Curriculum and EYFS Framework, using resources from a variety of places, adapted to the needs of the school context and children. Children are continuously assessed against clear, progressive learning objectives and curriculum statements at an age and stage appropriate level.

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of English in school.

As part of our membership to the St Helens Teaching School Alliance, the English Subject Lead attends the English Subject Leader Meetings and training sessions, three times a year.

Writing is a regular item for staff meeting, whole staff training and Inset days.

All staff are continuously trained so as to ensure that English is taught to a high standard.

This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning.

Staff plan and deliver daily high quality English lessons.

Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate.

Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment.

Strong parent partnerships and home/school systems contribute the quality of our provision.

Reporting

- Verbal reports to parents take place twice a year at Parent's Evening.
- Written reports are provided annually.

OUTCOMES

The teaching of all aspects of English are consistently good with some outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in English and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in English.

MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes the following:

- Scrutiny of planning
- Assessment and work books
- Lesson observations
- Learning walks
- Conversations with children
- Consultation with parents

ENGLISH: CURRICULUM IMPLEMENTATION: PLANNING

Across the school, we use The Write Stuff approach to writing. This allows the children to access high quality texts at their level and across a variety of genres. They dissect and interpret the text, using key features and grammatical aspects for their age and stage. They are then encouraged to explore these grammatical styles and writing approaches, to build on key prior knowledge and learning from earlier years and topics, to develop their own piece using a appropriate features, high level grammar and punctuation and their own sense of style and flair.

Our long term planning ensures coverage of the National English Curriculum and is responsive to the age, stage and interests of the children. In order to widen and deepen pupils' essential skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding of texts, literature and storytelling.

Our long term planning aims to ensure full coverage of purpose and audience, building on previously learnt skills and genres and adding more depth to writing, as well as adding new genres.

	Autumn	Spring	Summer
Nursery	Sequencing Traditional Tales – The Gingerbread Man; The Three Little Pigs; Goldilocks Mark-making for meaning – Meg and Mog, The Gunpowder Plot, The Snowman, The Nativity	Non-Fiction – Where we Live – UK and England (scribble writing and letter formation) Narrative – The Very Hungry Caterpillar (Names and letter formation)	Creative Writing – Superheroes (letter strings and word spacing) Narrative – The Fish Who Could Wish
Reception	Traditional Tales – The Gingerbread Man, The Three Little Pigs; Goldilocks (CVC words) Narrative - Meg and Mog, The Gunpowder Plot, The Snowman, The Nativity (CVC and Tricky Words)	Non-Fiction – Where we Live – UK and England (Vowel Sounds) Narrative – The Very Hungry Caterpillar (rhyming words and repetition)	Creative Writing – Superheroes (CVC and tricky words – phonetic attempts at spelling – full stops and capital letters) Narrative – Commotion in the Ocean (sentence structures)
Year 1	Narrative – Grandad’s Island Traditional Tales – Little Red Riding Hood Report – Toys from the Past Poetry – Firework Night Leaflet – Ice Land Adventure Park	First Person Narrative – Last Stop on Market Street Recount – Our Trip in the Woods Biography – Bold Black Women in History Traditional Tale - Pinocchio	Adventure Narrative – The Queen’s Hat Travel Journal – On Safari Science Fiction Narrative – The Way Back Home Information Text - Seasons
Year 2	Narrative – The Building Boy Non-Chronological Report - Hibernation Narrative – The Crow’s Tale	Narrative – The Marvellous Fluffy Squishy Itty Bitty Non-Chronological Report - Pirates	Narrative – Stardust Non-Chronological Reports – Big Cats Narrative – Little Red Reading Hood

	Postcard – Meerkat’s Christmas	Instructions – How to make a bird feeder Fables - Aesop Instructions – Magical Machines	Information Text - Plants
Year 3	Poetry – Autumn is Here Fantasy Narrative – Star in a Jar Instructional Writing – My Strong Mind Narrative – The Blue Umbrella	Twisted Traditional Tales – The Three Little Pigs – The Wolves Perspective Non-Chronological Report – Skeletons and Muscles Relationship Narrative – Stone Age Boy Persuasive Brochure – Skara Brae	Dramatic Narrative – The Secret of Black Rock Explanation Text -How a Robot Dog works Thriller Narrative – The Wolves in the Walls Non-Chronological - Earthquakes
Year 4	Fantasy Narrative -Aladdin and the Enchanted Lamp Journalistic Writing -Wizard of Once Poetry – The River Persuasive Letter	Traditional Tale Persuasion – Holiday Brochure Adventure Narrative Explanation	Narrative Playscript Fantastical Narrative Biography
Year 5	Familiar Setting Narrative – The Present Biography - Hatshepsut Speech - Refugees Narrative Poetry – The Highwayman Fantasy Narratives – The Snowman Information Text – Christmas Around the World	Adventure Narrative – One More Step Transmission – Mars Transmission Fantasy Narrative – I believe in Unicorns Poetry – The Malfeasance Explanation – How Do Plants Grow?	Narrative – Gorilla Non-Chronological Report – Emperor Penguins Narrative – Zoo Balanced Argument – Screen Use Biography – David Attenborough Persuasive Advert – Visit Britain’s National Parks
Year 6	Narrative – The Firemaker’s Daughter Speech – Battle of Hastings Narrative Writing– Hansel and Gretel Persuasive Letter – Letter to Scrooge	Suspense – Dracula’s Whitby Balanced Argument Explanation Text – The Heart Newspaper Report – Superheroes	Biography – Charles Dickens Persuasive Writing Diary Poetry – Hope-o-potomas

Writing Curriculum Implementation: Progression

EYFS

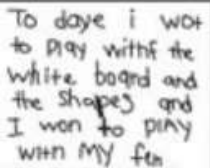

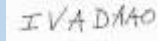
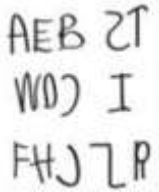
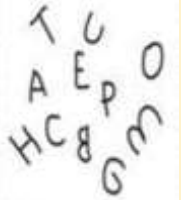

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Writing.

In Early Years, writing lessons focus on letter formation and spelling using phonetically appropriate words for the age and stage of the child. They develop sentence skills, looking at ordering words and using capital letters and full stops to help them meet the Early Learning Targets:

- 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.

To do this, they focus on both fiction and non-fiction writing, writing to entertain and inform.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Writing	<p>Multiple related sentences with many words spelled correctly</p> <p>Today I am going to the store with my mother. I am going to buy a present for my brother's birthday. He is five years old.</p> <p>Whole sentence writing develops.</p>	Writing progression					
		<p>All syllables represented</p> <p>A child hears beginning, middle and end sounds. SU1 SU2</p>	<p>Initial and final sounds appear</p> <p>I lk ml Bk.</p> <p>Beginning and ending letters are used to represent words SP1 SP2</p>	<p>Environmental print</p> <p>Awareness of print, copied from surroundings A1 A2</p>	<p>Letter strings</p> <p>Letter strings move from L to R and move down the page SU1 SU2</p>	<p>Scribble writing</p> <p>Progression is from left to right SP1 SP2</p>	<p>Pictures</p> <p>Picture tells a story to convey message A1 A2</p>
		<p>Inventive spelling</p>	<p>Vowel sounds appear</p> <p>Evidence of tricky words</p>	<p>Beginning sounds</p> <p>Random and initial consonants</p>	<p>Letter groups</p>	<p>Random letters and symbols</p>	<p>Random scribbling</p>

		 <p>Whole sentence writing develops. SU1 SU2</p>	 <p>Medial sound may initially be written as a consonant. Vowels begin to appear. SP1 SP2</p>	 <p>Beginning and ending letters are used to represent words A1 A2</p>	 <p>Separated by spaces to resemble different words SU1 SU2</p>	 <p>Mock letters or symbols SP1 SP2</p>	 <p>Starting point at any point of paper A1 A2</p>
Use of Read Write Inc Sounds							
<p>Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy SP 2 SU1 SU2</p>		<p>Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk RA1 RA2 RSP1 N SP2 NSU1 NSU2</p>					
Use of tricky words							
<p>Phase 4 said have like so do some some little one were there what went out SU1 SU2</p>		<p>Phase 3 he she we me be was you are her all they me SP1 SP2</p>	<p>Phase 2 I the to no go into A1 A2</p>				
Elements of writing							

	<p>My writing can be read by others.</p> <p>Some words are spelled correctly and others are phonetically plausible</p> <p>I can spell many HFW words</p>	<p>I am starting to use a full stop.</p> <p>I can reread what I have written.</p> <p>I am starting to use some finger spaces between my words.</p> <p>I am forming my letters correctly.</p> <p>I am starting to use capital letters. SU1 SU2</p>	<p>I can write simple captions lists to match a picture</p> <p>I can write a simple sentence using my phonic knowledge and knowledge of tricky words SP1 SP2</p>	<p>I can write cvc words using phase 2 sounds</p> <p>I am starting to write ph 2 tricky words I can write cvc wrds using some digraphs.</p> <p>I am starting to write ph 3 tricky words A1 A2</p>	<p>I am working on representing some sounds in order when I sound out.</p> <p>I can write initial and end sounds SU1 SU2</p>	<p>I can write my name</p> <p>I can write some recognisable letters when I write SP1 SP2</p>
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Key Stages 1 and 2

Writing to Entertain

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types	Stories Descriptions Poetry	Stories Descriptions Poetry In-character/role	Stories Descriptions Poetry Character descriptions Setting descriptions	Stories Descriptions Poetry Character descriptions Setting descriptions	Narrative, first and third person Descriptions Poetry Character descriptions Setting descriptions	Narrative, first and third person Descriptions Poetry Character descriptions Setting descriptions
Grammar and Sentences	Noun Phrases Co-ordinating conjunctions	Noun Phrases Co-ordinating conjunctions Progressive verb forms Exclamations	Expanded noun phrases to add detail and description Nouns and pronouns for clarity and cohesion	Expanded noun phrases to add detail and description Nouns and pronouns for clarity and cohesion Fronted adverbials Subordinate clauses	Subordinate clauses in varied positions Relative clauses	Subordinate clauses in varied positions Relative clauses Varied sentence structures, deliberately selected to add interest.
Adverbials	Then	First	The next day	The next day	Meanwhile	Meanwhile

		Then Next After Later The next day	Soon Later Meanwhile	Soon Later Meanwhile As Carefully Without a thought	Later that day Silently Within moments, Under the treetops -ed openers	Later that day Silently Within moments, Under the treetops -ed openers Never before -ing openers
Conjunctions	and	And But So Or when	If When Because	If When Because While As Until Whenever Once	If When Because While As Until Whenever Once Since Although Unless Rather	Year 5 list – clear, deliberate choice to add interest and affect
Punctuation	Finger spaces Capital letters to start a sentence Full stops to end a sentence Capital letters for first person 'I'	Finger spaces Capital letters to start a sentence Full stops to end a sentence Capital letters for first person 'I' Apostrophes to mark contractions Exclamation marks Inverted commas to mark direct speech where appropriate	Inverted commas for direct speech, including punctuation within and before	Inverted commas for direct speech, including punctuation within and before Apostrophes for possession Commas for fronted adverbials and subordinate clauses	Brackets for incidentals Colons to add further details in a new clause Commas to separate clauses and avoid ambiguity	Use dashes to emphasise additional information Use semi-colons to join related clauses

Writing to Inform

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types	Recount Report Biography Instructions Leaflet	Recount Instructions Postcard Report Information Text	Report Letter Instructions Explanation	Biography Newspaper Explanation Script	Report Biography Explanation Transmission/Speech Information text	Report Biography Newspaper Explanation Speech
Grammar and Sentences	Co-ordinating conjunctions (and) Noun phrases	Co-ordinating conjunctions Subordinating conjunctions Noun phrases Commas in a list Exclamation sentences (where appropriate)	Subordinating conjunctions Expanded noun phrases Commas to separate lists	Subordinating conjunctions Expanded noun phrases Commas to separate lists Co-ordinating clauses Present perfect tense	Subordinating conjunctions in varied positions Expanded noun phrases Relative clauses Colons to link related clauses	Passive voice to remain formal or detached Subordinating conjunctions in varied positions Expanded noun phrases Relative clauses Colons to link related clauses
Adverbials	First Next	First Firstly Next After Later	First Firstly Before After Later Soon Also	First Firstly Before After Later Soon Also In addition However	At first Meanwhile After Furthermore Despite As a result For example	At first Meanwhile After Furthermore Despite As a result For example Consequently Due to
Conjunctions	and	and but so or when if because	and but so or when if because before	when before after while because if	when before after while because if although as	when before after while because if although as

Punctuation	finger spaces capital letters full stops	finger spaces capital letters full stops question marks apostrophes	Consolidate 4 main punctuation marks (.,!?) Capital letters for proper nouns Inverted commas for direct speech	Commas to mark fronted adverbials Commas to mark subordinate clauses Bullet points to list	Brackets Semi-colons for lists Colons to lists or sections Brackets for relative clauses Commas to mark clauses, including subordination Colons to mark clauses	Brackets dashes Semi-colons for lists Colons to lists or sections Brackets or dashes for relative clauses Commas to mark clauses, including subordination Colons and semi-colons to mark clauses

Writing to Persuade

	Year 3	Year 4	Year 5	Year 6
Text Types	Brochure	Advertising Poster	Advertising Speech	Advertising Letter Speech
Grammar and Sentences	Imperative verbs to convey urgency Noun phrases Use of second person Planned repetition Adjectives for positive description	Imperative verbs to convey urgency Rhetorical questions Noun phrases Clauses to add further detail to entice Use of second person Planned repetition Adjectives for positive description	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Short sentences Personal pronouns Use of second person Planned repetition	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Subjunctive form Short sentences Personal pronouns Use of second person Planned repetition Hyperbole
Adverbials	Firstly Also In addition However	Firstly Also In addition On the other hand Therefore In conclusion	Firstly Furthermore In addition However Therefore In conclusion	Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion
Conjunctions	If Because So And But when	If Because Unless So And But Even if When	If Because Although Unless Since Even if Whenever In order to	If Because Although Unless Since Even if Rather Whereas Whenever In order to

				Whether
Punctuation	<p>Capital letters for proper nouns ? for rhetorical questions ! for exclamatory sentences</p>	<p>Capital letters for proper nouns ? for rhetorical questions ! for exclamatory sentences Commas to mark clauses Commas to mark fronted adverbials</p>	<p>? for rhetorical sentences ! for exclamatory sentences Colons to list features, attractions or arguments Brackets for parenthesis, including for emphasis</p>	<p>? for rhetorical sentences ! for exclamatory sentences Colons and semi colons to list features, attractions or arguments Brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition</p>

Writing to Discuss

	Year 5	Year 6
Text Types	Letter Speech/Transmission Balanced Argument	Letter Speech Balanced Argument
Grammar and Sentences	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Short sentences Personal pronouns Use of second person Planned repetition	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Subjunctive form Short sentences Personal pronouns Use of second person Planned repetition Hyperbole
Adverbials	Firstly Furthermore In addition However Therefore In conclusion	Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion
Conjunctions	If Because Although Unless Since Even if Whenever In order to	If Because Although Unless Since Even if Rather Whereas Whenever In order to Whether
Punctuation	? for rhetorical sentences	? for rhetorical sentences

	<p>! for exclamatory sentences Colons to list features, attractions or arguments Brackets for parenthesis, including for emphasis</p>	<p>! for exclamatory sentences Colons and semi colons to list features, attractions or arguments Brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition</p>
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Spelling Patterns

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • /f/ sound spelt ff • /l/ sound spelt ll • /s/ sound spelt ss • z sound spelt zz or s • /ck/ • /nk/ • -tch • /v/ spelt v or ve • adding -s or -es for plurals • -ing and -ed suffixes • -er and -est suffixes • /ai/ and /oi/ diagraphs • /ay/ and /oy/ diagraphs • long vowel /a/ a-e • long vowel /e/ e-e • long vowel /i/ i-e • long vowel /o/ o-e • /oo/ and /yoo/ spelt u-e • /ar/ • long vowel /e/ ee • long vowel /e/ ea • short vowel /e/ ea • /er/ • /ir/ • /ur/ • long vowel /oo/ 	<ul style="list-style-type: none"> • /j/ spelt -dge • /j/ spelt -ge • /j/ spelt g • /s/ spelt c before e, l and y • /n/ spelt kn and gn • /r/ spelt wr • /l/ and /ul/ spelt -le • /l/ and /ul/ spelt -el • /l/ and /ul/ spelt -al • words ending in -il • long vowel /i/ spelt y • adding -es to nouns and verbs ending in y • adding -ed to words ending in y • adding -er to words ending in y • adding -ing to words ending in e • adding -er to words ending in a consonant and e • adding -ing to single syllable words 	<ul style="list-style-type: none"> • /ow/ spelt ou • /u/ spelt ou • /i/ spelt y • words with /ze/ spelt -sure • words ending in /ch/ spelt -ture or -tch • re- prefix • dis- prefix • mis- prefix • long vowel /a/ spelt ai • long vowel /a/ spelt ei • long vowel /a/ spelt ey • -ly suffix • homophones • /l/ spelt -al • /l/ spelt -le • -ly suffix replacing -le • suffix -ally • -er when ending in -tch • /k/ spelt ch • /g/ spelt -gue • /k/ spelt -que • /s/ spelt sc • homophones 	<ul style="list-style-type: none"> • homophones and near homophones • prefix in- • prefix il- • prefix ir- • prefix sub- • prefix inter- • -ation suffix to form nouns • -ly and -ily adverbs • /sh/ spelt ch • -ion suffix • -ous suffix • /ee/ spelt i • au diagraph • -ion suffix becoming -ssion • -cian suffix in place of -sion • -ly adverbs on manner • /s/ spelt c before i and e • prefix super- anti- auto- • prefix bi- 	<ul style="list-style-type: none"> • suffixes <ul style="list-style-type: none"> ○ -ious ○ -cious ○ -cial ○ -tial ○ -ant ○ -ance ○ -ent ○ -ence ○ -able ○ -ible ○ -ably ○ -ibly ○ -fer • adverbs of time • words starting with silent letters • words with silent letters • ie after c • /ee/ spelt ei after c • /aw/ spelt ough • /o/ spelt ough • Adverbs of possibility • Homophones and near homophones • Hyphenated words 	<ul style="list-style-type: none"> • Short vowel /i/ spelt y • Long vowel /i/ spelt y • Over- prefix • Suffix -ful • Words that are both nouns and verbs • /o/ spelt ou and ow • 'soft c' spelt /ce/ • dis- un- over- im- prefixes • /f/ spelt ph • Words with origins in other countries • Words with unstressed vowel sounds • Words ending with /shuhl/ after a vowel • Words ending with /shuhl/ after a consonant • Common letter string acc-beginnings • -ably • -ible • -ibly

<ul style="list-style-type: none"> • short vowel /oo/ • /oa/ /oe/ /ou/ • /ow/ • /oo/ spelt u-e or ew • /ie/ as in pie • /ie/ as in /ee/ • long vowel /i/ spelt igh • /or/ or and ore • /or/ aw and au • /er/ air • /ear/ as in hear • 'ph' and 'wh' spellings 	<ul style="list-style-type: none"> • adding -ed to single syllable words • /or/ spelt a before ll • short vowel sound o • /ee/ spelt -ey • spelling 'a' after w and qu • /er/spelt o or ar • /z/ spelt s • suffixes -ment and -ness • suffixes -ful and -less • homophones and near homophones • suffix -tion • contractions 				<ul style="list-style-type: none"> • Changing -ent to -ence • -er -or -ar to end words • Adverbs synonymous with determination • Adjectives to describe feelings • Vocabulary to describe feelings • Adjectives to describe character
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We have clear expectation with regards to the significant mile stones for our children. These include an expectation that a significant percentage of our children will exceed the end of year expectations in Writing.

EYFS	KS1	LKS2	UKS2
<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. 	<ul style="list-style-type: none"> • Spell words using the standard phonemes • Spell common exception words • Spell the days of the week • Name the letters of the alphabet in order • Understand spelling rules for adding 's' • Use suffixes –ing, -ed, -er and -est • Sit and hold writing implement correctly • Begin to form lower-case letters correctly • Form capital letters • Form digits 0-9 • Compose a sentence orally before writing • Sequence sentences to form short narratives • Read writing aloud audibly and clearly • Leave spaces between words • Join words and clauses using 'and' • Break words into phonemes for spelling • Know some spellings which use variations of standard phonemes • Use the possessive apostrophe • Spell some words with contracted forms 	<ul style="list-style-type: none"> • Spell words which are often misspelt from the Y3/4 list • Use the possessive apostrophe with plurals • Use a dictionary to check a spelling • Use appropriate handwriting joins, including choosing unjoined letters • Adopt the features of existing texts to shape own writing • Build sentences with varied vocabulary and structures • Organise paragraphs around a theme • Develop detail of characters, settings and plot in narratives • Use simple organisations devices in non-fiction • Suggest improvements to grammar and vocabulary • Proofread own work for spelling and punctuation errors • Read aloud using appropriate intonation, tone and volume • Use a range of conjunctions to extend sentences with more than one clause • Choose nouns and pronouns for clarity and cohesion • Use fronted adverbials • Understand the difference between plural and possessive '-s' 	<ul style="list-style-type: none"> • Spell some words with silent letters • Recognise and use spellings for homophones and other often-confused words • Use a dictionary to check spelling and meaning • Identify the audience and purpose before writing, and adapt accordingly • Select appropriate grammar and vocabulary to change or enhance meaning • Develop setting, atmosphere and character, including through dialogue • Précis longer passages • Use a range of cohesive devices • Use advanced organisational and presentational devices • Use the correct tense consistently though a piece of writing • Ensure correct subject and verb agreement • Perform compositions using appropriate intonation, volume and movement • Use a thesaurus • Use expanded noun phrases to convey complicated information concisely

	<ul style="list-style-type: none">• Use suffixes to spell longer words, including –ment, -ness, -ful, -ly• Form low-case letters of the correct size relative to one another• Write capital letters of appropriate size• Write for different purposes• Read aloud using appropriate intonation• Use noun phrases• Use four main types of sentence appropriately• Use present and past tense correctly• Use some coordinating and subordinating conjunctions• Use appropriate demarcation punctuation• Use commas for lists	<ul style="list-style-type: none">• Recognise and use standard verb inflections• Use extended noun phrases, including prepositions• Use and punctuate direct speech correctly	<ul style="list-style-type: none">• Use modal verbs or adverbs to convey complicated information concisely• Use relative clauses• Convert nouns or adjectives into verbs• Use adverbials of time, place and number for cohesion• Recognise vocabulary and structures that are appropriate for formal use• Use passive verbs to affect the presentation of information• Use the perfect form of verbs to mark relationships of time and cause• Recognise difference in informal and formal language• Use grammatical connections and adverbials for cohesion• Use ellipsis• Use commas to clarify meaning or avoid ambiguity• Use brackets, dashes and commas to indicate parenthesis• Use hyphens to avoid ambiguity• Use semi-colons, colons and dashes between independent clauses• Use a colon to introduce a list• Punctuate bullet points consistently
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READING CURRICULUM IMPLEMENTATION: SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

<u>Spiritual Development</u>	<u>Moral Development</u>	<u>Social Development</u>	<u>Cultural Development</u>
<p>Discover Respect Enthusiasm Aspiration Making a Difference</p> <ul style="list-style-type: none"> • Respect for self and others • Increasing ability to reflect • Empathy, concern and compassion • Expressive and creative development • Awareness and understanding of their own and others beliefs • Ability to think in terms of the whole, rather than the one • Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism • Courage and persistence in the defence of their aims, values, principles and beliefs • Appreciation of the intangible • Understanding of feelings and emotions and their likely impact • Respect for insight as well as knowledge and reason 	<p>Discover Respect Enthusiasm Aspiration Making a Difference</p> <ul style="list-style-type: none"> • Ability to distinguish right from wrong • Confidence to act consistently in accordance with their own principles • Respect for others' needs, interests and feelings as well as their own • Desire to explore their own and others' views • A commitment to personal values in areas which are considered right by some and wrong by others • Ability to make responsible and reasoned judgements on moral dilemmas • Ability to think through consequences of their own and others' actions • Have a considerate style of life • Understanding of the need to review and reassess their values, codes and principles in the light of experience. 	<p>Discover Respect Enthusiasm Aspiration Making a Difference</p> <ul style="list-style-type: none"> • Works successfully as a member of a group or team • Appreciates the rights and responsibilities of individuals within the wider social setting • Takes advice offered by those in authority or counselling roles • Participates in activities relevant to the community • Exercises responsibility • Resolves conflict • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary, and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and the local and wider communities • Shares values and opinions with others and works towards consensus. 	<p>Discover Respect Enthusiasm Aspiration Making a Difference</p> <ul style="list-style-type: none"> • Appreciation of the diversity and interdependence of cultures • Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • Ability to recognise and understand their own cultural assumptions and values • Understanding of the influences which have shaped their own cultural heritage • Understanding of the dynamic, evolutionary nature of cultures • Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the rights of human achievement in all cultures and societies

		<ul style="list-style-type: none">• Reflects on their own contribution to society• Relates well to other peoples' social skills and personal qualities• Understands the notion of interdependence in an increasingly complex society	<ul style="list-style-type: none">• Openness to new ideas and a willingness to modify cultural values in the light of experience
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