



WRITING AT SOUTHBROOM ST JAMES ACADEMY KEY SKILLS & CURRICULUM PROGRESSION – KS2

Policy Date: October 2023

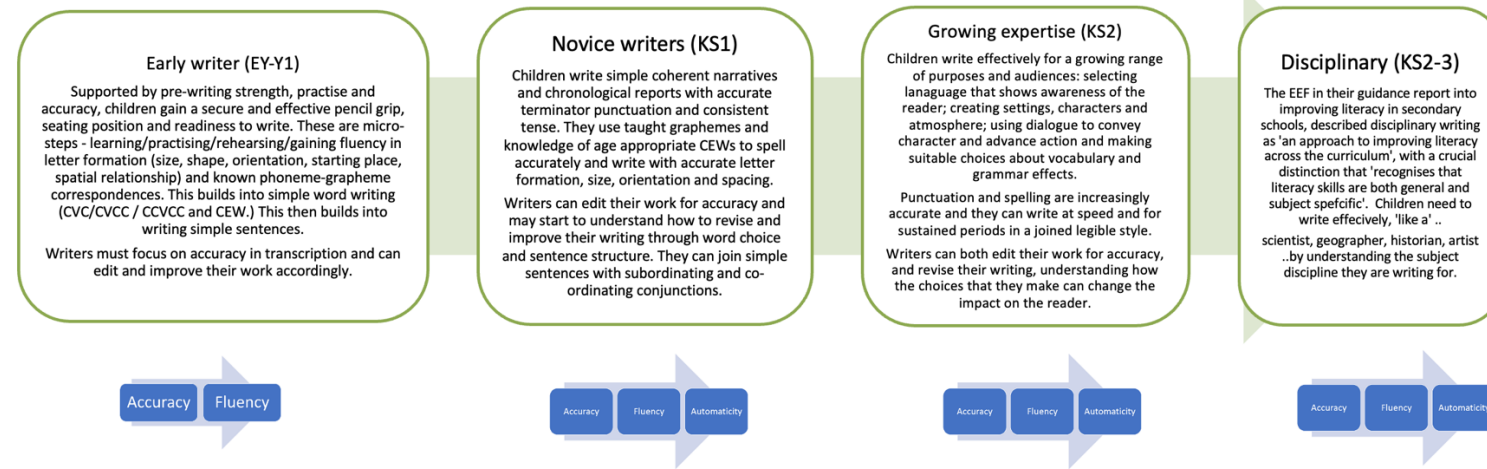
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Academy Values	Friendship	Trust	Perseverance	Forgiveness	Courage	Respect
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<p>The aims of the writing curriculum</p>	<p>At Southbroom St James Academy, we believe that writing is a complicated practice that relies on both motor skills and cognitive skills; pupils have to orchestrate spelling, handwriting, accurate sentence structure, linguistic choices and textual cohesion. The simple view of writing designed by researchers into best practice, recognised that there are three core concepts in writing.</p> <ul style="list-style-type: none"> • Transcription: We believe that for children to be successful writers they need strong accurate and fluent foundations in spelling and handwriting. We follow Essential Letters and Sounds (ELS) Phonics programme. ELS is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 interventions are used where needed. These interventions are short, specific and effective. We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the ‘code’ of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover. • Composition: We recognise that to compose our writing successfully we need an increasing knowledge of vocabulary, language, grammar and its effects, text and sentence structures. • Executive Function: We recognise that despite the title of the simple view of writing, writing is a complex and increasingly demanding task as children progress from novice to expert to disciplinary writers. Executive function is our ability to self-regulate through writing tasks, allowing us to plan, sustain our attention and stick to our learning goals. As part of the writing process, use metacognitive questioning throughout our writing lessons to support pupils to plan, monitor and evaluate their approaches, supporting both their executive function and their self-regulation.
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<p>Teaching the writing curriculum</p>	<p>Below is a graphical representation that shows how two of the core concepts of writing: transcription and composition, can be broken down into further components.</p> <p>These work together to create writing that is accurate, cohesive and effective to read. Children require explicit instruction in each component of writing, in order to master it. However, some components are more exclusively focussed upon within different stages of writing development (for example handwriting and spelling within early writing).</p> <div style="text-align: center;"> <p>Writing <i>Writing requires mastering many components: transcription to allow access (handwriting, spelling) and composition to allow generation (ideas in relation to purpose and audience, knowledge of text structure, sense of sentence, punctuation, grammar and rich vocabulary).</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2">Transcription</th> <th colspan="5">Composition</th> </tr> <tr> <td style="width: 15%;"> <p>Handwriting</p> <ul style="list-style-type: none"> • Letter formation • Letter size and orientation • Letter joins • Consistency and pace </td> <td style="width: 15%;"> <p>Spelling</p> <ul style="list-style-type: none"> • Phonemes • Vowel clusters • Spelling rules • Homophones • Morpheme patterns • Exception words </td> <td style="width: 15%;"> <p>Text Structure</p> <table border="0"> <tr> <td>Fiction</td> <td>Non-Fiction</td> </tr> <tr> <td>• To entertain</td> <td>• Inform</td> </tr> <tr> <td></td> <td>• Discuss</td> </tr> <tr> <td></td> <td>• Persuade</td> </tr> </table> </td> <td style="width: 15%;"> <p>Sentence Structure</p> <ul style="list-style-type: none"> • Combining • Shrinking • Expanding • Signposting </td> <td style="width: 15%;"> <p>Grammar</p> <table border="0"> <tr> <td>Word groups</td> <td>Grammar effects</td> </tr> <tr> <td>• Content</td> <td>• Forms of tense</td> </tr> <tr> <td>• Function</td> <td>• Singular plural</td> </tr> <tr> <td>• Words</td> <td>• Active passive</td> </tr> </table> </td> <td style="width: 15%;"> <p>Punctuation</p> <p>.?!,"</p> <ul style="list-style-type: none"> • Terminators • Separators • Others </td> <td style="width: 15%;"> <p>Vocabulary</p> <ul style="list-style-type: none"> • Metaphors • Similes • Analogies • Synonyms • Technical </td> </tr> </table> <p>We recognise that the journey to becoming a successful writer is intrinsically linked to building progressive knowledge and mastering of each of the components of writing. In EYFS and Y1, as an ‘early writer’ children need to master accuracy and then fluency in the transcriptional components of writing (handwriting and spelling). This is because transcriptional automaticity underpins the development of writing and provides the foundational knowledge which forms the base to all other components. As children build knowledge and skills in transcriptional accuracy (phonics/spelling and handwriting), fluency develops into automaticity. Children, at this point move from early writers to novice writers. Novice writers, then build and develop their understanding of sentences (beyond a simple sentence) and related punctuation, before continuing to grow their expertise in KS2 with a growing understanding of how to write for effect. This is captured in the diagram below, which details the journey that all children must go through in order to become competent writers.</p> <p>Whilst the diagram indicates when the optimum time is for children to secure each part of the journey, it is important to note that some children may not achieve each stage of writing within the desired timeframe. For example a children may be in lower key stage 2, but still in the early writing stage. Where this is the case it is important children become accurate and fluent in the understanding and application of the essential knowledge associated with each stage, (and then gain automaticity in applying this) before moving on to the next stage. For some of components of writing (such as the understanding of sentence structures), progression is hierarchical and stages should not be jumped as this will lead to weak foundational understanding and frailties in future learning.</p> </div>	Transcription		Composition					<p>Handwriting</p> <ul style="list-style-type: none"> • Letter formation • Letter size and orientation • Letter joins • Consistency and pace 	<p>Spelling</p> <ul style="list-style-type: none"> • Phonemes • Vowel clusters • Spelling rules • Homophones • Morpheme patterns • Exception words 	<p>Text Structure</p> <table border="0"> <tr> <td>Fiction</td> <td>Non-Fiction</td> </tr> <tr> <td>• To entertain</td> <td>• Inform</td> </tr> <tr> <td></td> <td>• Discuss</td> </tr> <tr> <td></td> <td>• Persuade</td> </tr> </table>	Fiction	Non-Fiction	• To entertain	• Inform		• Discuss		• Persuade	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Combining • Shrinking • Expanding • Signposting 	<p>Grammar</p> <table border="0"> <tr> <td>Word groups</td> <td>Grammar effects</td> </tr> <tr> <td>• Content</td> <td>• Forms of tense</td> </tr> <tr> <td>• Function</td> <td>• Singular plural</td> </tr> <tr> <td>• Words</td> <td>• Active passive</td> </tr> </table>	Word groups	Grammar effects	• Content	• Forms of tense	• Function	• Singular plural	• Words	• Active passive	<p>Punctuation</p> <p>.?!,"</p> <ul style="list-style-type: none"> • Terminators • Separators • Others 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Metaphors • Similes • Analogies • Synonyms • Technical
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Stages of writing:



How the key components should be delivered:

Transcription

1. **Spelling:** spelling is a priority and has high prominence within the weekly lessons. To support the teaching of spelling we use Spelling Shed. Spelling Shed is a platform designed by teachers with parents and students in mind. Engaging and interactive, it aims to make spelling fun for students as well as simple for parents and carers at home to manage. Essential Letters and Sounds is also used to support children to make plausible spelling choice based on taught graphemes.
2. **Handwriting:** we build solid foundations in letter formation through our systematic, synthetic phonics teaching programme, this teaches children the shape and orientation of letters. We then use Letter-join to support children to become accurate, fluent writers.

The **process** of writing needs explicit teaching and modelling to pupils with thoughtful small steps built up over a sequence of lessons to support early and novice writers, in order that pupils will be able to write independently with success. **Whilst children are in the early-novice writing phase, it is vital that focussed teaching time is given to practice and master the components of handwriting – detailed below. Children need to practise handwriting under the guidance of an adult to ensure accuracy and avoid habits which will be difficult to undo later.**

Composition

1. **Text structure:** as early writers, children write to communicate their ideas – this is their purpose for writing, however as children become novice - growing expertise in writing they become increasingly aware that different types of writing have different purposes and that there are subtle ways in which they can shape their work to engage the person who is reading it. The main purposes of writing, both fiction and non-fiction are to **entertain and inform**. Throughout their school journey, children will construct different narrative structures using a range of plots. The expectations around learning about different text structures and being able to apply these to work is laid out in the national curriculum.
2. **Grammar:** we want to teach our pupils grammar knowledge to help them understand more about how words function within sentences. By understanding this, children will begin to see how sentences are formed at the micro level, the function and purpose that different words have, and how to manipulate words within sentences so that they have more impact on the reader. Without an understanding of the functions of words and associated terminology, varied sentence construction becomes a series of well-intentioned but misunderstood tricks. Moreover, by understanding patterns of grammar (such as tenses) children develop increased consistency across their writing, which works to ensure that readers connect with their message.
3. **Sentence structure:** we want to teach our pupils about the deeper structure of sentences, so that they build a conceptual understanding of what is and isn't a sentence, before developing an understanding of how different sentences can be constructed and varied. For this reason, sentence building should be taught in a clear sequence, outlined below. This first step towards understanding begins with the securing of a caption as the naming part of a sentence, before securing a simple sentence in EYFS. The following diagrams illustrate a progression in the way in which we should expect children to understand sentences and how they are structured – and as a result how punctuation works to support the structuring of simple and multi-clause sentences.
4. **Punctuation:** accurate sentences punctuation should be taught alongside and not separate to sentence construction. Without understanding the role of punctuation within sentences, punctuation becomes no more than marks on a page. Capitalisation and terminating punctuation (full stops, question and exclamation marks) all serves to define boundaries between sentences, whereas separating punctuation (commas, brackets, colons, semi colons, hyphens and dashes) work to break up words, phrases or clauses in sentences. There are also punctuation marks or rules that do not

	<p>fit into these two groups and instead link with grammar (apostrophes, capitalisation and hyphens) but categorising punctuation into these three groups will support children in understanding the purpose that each punctuation mark serves.</p> <p>5. Vocabulary: in order to write well, children need a large vocabulary, which must be taught and developed. Research is clear that children with a weak vocabulary age 5 do less well at primary school and perform less well at age 11. In KS2, children will only be able to make effective word choices when they have a secure knowledge base to draw from. Both the selection of high-quality texts to support writing in and the systematic teaching of the small steps of writing, will ensure we engineer language success for all children.</p>
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<p>Adaptations</p>	<p>While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.</p>		
<div data-bbox="691 594 926 764" data-label="Image"> </div> <ul style="list-style-type: none"> • Dyslexia friendly environment (pale coloured paper, pale yellow background on Interactive Whiteboard). • Scribing. • Short, sharp instructions. • Repeated selected set of learning objectives until they are secure rather than moving on with peer expectations. • Structure strips. • Colour coded sentence strategies at word and sentence level to help understand how to write a full sentence and when to place a full stop. 	<div data-bbox="1421 590 1581 764" data-label="Image"> </div> <p>Where children may struggle with fine motor skills, they will be able to either type their work on an iPad or use the dictation function.</p>	<div data-bbox="2169 594 2347 751" data-label="Image"> </div> <ul style="list-style-type: none"> • Think aloud allows the teachers to model their thought process as they write. Opportunities for children to see developed, critical thinking are essential. • Prior learning - Ask children to share what they already know about the text. • Give children time to talk - All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning. • Pre-teach grammatical skills - introduce the new grammatical skills that will be taught to allow children exposure to this prior to the lesson. • Pause, ask questions, pause, review - this is a wonderful way to check for understanding while children are completing their written task. 	

Progression in concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Exposure to titles	Titles	Headings	Paragraphs Headings and sub headings		Text formality Devices for cohesion across a text (conjunctions, tense and adverbials) Changes to chronological order in narrative (e.g. flashback)	Scale of formality Choices for effect Precise vocabulary
Sentences	Sentences (simple)	Different sentence types compound and simple	Adverbs (how) Different sentence types; simple compound. Those created by subordinating conjunctions but do not yet need to understand clauses	Clauses: main and subordinate Different sentence types ; simple ; compound ; multi clause Range of conjunctions (convey time, comparisons and cause and effect)	Fronted adverbials Reported speech Vary sentence structure, short and longer sentences. Subordinating phrases (so that even though) Subordinating clauses at the start and end of sentences to vary sentence structure	3 clause sentence <i>Relative clauses (with/without pronouns)</i>	Passive voice
Words		Conjunctions (and)	Co-ordinating and subordinating conjunctions Expanded noun phrases	Adverbs and adverbial phrases how and when Prepositions Similes (like) a/an	Modifying adjectives Prepositional phrases Pronouns to avoid repetition Determiners Similes (as) Metaphor	Converting nouns/adjectives to verbs Modal verbs	Subjunctive form Determiners are articles, possessives, quantifiers and demonstratives.
Punctuation	Exposure to full stops Capitals Separating words with spaces	Full stops and capitals Capitals Proper nouns Exclamation and question marks	Commas for lists Apostrophes for contractions and singular possession	Commas for clauses Inverted commas for direct speech	Commas for -reported speech -subordinate clauses at the start of sentences -fronted adverbials Inverted commas and other sentence punctuation for direct speech Apostrophes for plural possession	Parentheses using brackets, commas or dashes,	Colon, semi colon, hyphen.

Progression maps for each component of writing.

Writing processes (apply, generate and refine):				
Apply, generate and refine	Year 3	Year 4	Year 5	Year 6
Plan writing	<ul style="list-style-type: none"> To understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar. To identify which structural and grammatical features are needed for each piece of writing, after discussion and modelling. To identify the purpose and audience for each piece of writing, after discussion and modelling. To use scaffolded planning to organise their writing into paragraphs around a theme. To use ideas and vocabulary from their own reading and modelled examples to plan their writing, after discussion and modelling. To make detailed notes to explain stages of a process. To use a simple given planning tool 		<ul style="list-style-type: none"> To plan and select the appropriate form suited to the given audience and purpose. To show an awareness of the level of formality a piece of writing needs to have and plan for this To note and develop initial ideas, drawing on reading of other authors, and research. To decide on the most efficient planning tools/methods to use. To use a wider variety of planning tools linked to genre. 	
		<ul style="list-style-type: none"> To identify in their planning which features and sentence structures are needed to make their writing successful for both fiction and non-fiction texts. To find, identify and draw on examples of how authors have developed characters and settings when planning narratives. 		<ul style="list-style-type: none"> To independently identify audience and purpose while planning, deciding appropriate form and register. To independently identify compositional skills required linked to genre. To plan development of characters and setting to fit purpose and context when writing narratives.
Draft writing (true to text structure & purpose & audience)	<ul style="list-style-type: none"> To follow their own notes and plans. To describe real and imaginary settings using a range of adjectives, adverbs and similes. To describe known and imaginary characters using a range of adjectives, adverbs and similes. To identify and use appropriate tier 2 vocabulary from their reading and writing models in their own writing, after discussion and modelling. 		<ul style="list-style-type: none"> To select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. To blend action, dialogue and description within and across paragraphs to convey character and advance the action. To write with an awareness of the cohesion across the text. To write with an awareness of intended formality, organisational and layout devices for a range of audiences and purposes. 	
		<ul style="list-style-type: none"> To select appropriate vocabulary from planning, understanding how choices can change and enhance meaning. To make deliberate ambitious word choices to add detail and interest. Have an awareness of sentence structures already written to ensure variation throughout a piece. 		<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally evaluating the impact of different vocabulary, grammar effects and sentence types on the reader.
Revise, evaluate & edit (true to text structure & purpose & audience)	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing and suggest improvements. To proofread and correct spelling and punctuation errors. To propose changes to grammar and vocabulary to improve consistency and effect 	<ul style="list-style-type: none"> To proof read to check for spelling and punctuation errors, more than once - as the writing develops To propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun, in their own and others' writing. To discuss and propose changes, with a focus on audience and purpose. To use peer and self-assessment to proof read accurately, correct errors in spelling and punctuation. To edit work by changing nouns or pronouns for clarity and cohesion. To redraft writing by changing sentence structures to add interest To use the given success criteria independently to identify what improvements need to be made to their writing. 	<ul style="list-style-type: none"> To ensure consistent and correct use of tense. To ensure correct subject verb agreement. To proof read throughout the writing process to check for spelling and punctuation errors. To propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing. To redraft their work to make changes to the structure, ensuring clarity for the reader. 	<ul style="list-style-type: none"> To proof read to check for spelling and punctuation errors, independently, and appropriate to task (edit for accuracy). To adapt and refine grammar and vocabulary choices to enhance meaning. Have an awareness of what has already been written, pausing frequently to revise their writing to enhance its effect (revising).

	Text structure			
	Year 3	Year 4	Year 5	Year 6
Genre suggestions	Narrative, Non-Chron Report, Recount/diary, Explain	Narrative Recount/diary, Non-Chron, Report, Explain	Narrative, Report, Recount/diary, Explain, persuade	Narrative, Report, Recount/diary, Explain, persuade and discuss
Across all writing	<ul style="list-style-type: none"> To use paragraphs to group related sentences. Use strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points) To include introductions/openings and conclusions/endings that set the tone for the reader. To use simple organisational devices, such as headings and subheadings in non-narrative. Closing signalled in narrative and non-fiction, e.g. eventually..., ultimately.... 	<ul style="list-style-type: none"> To use paragraphs to organise ideas around a theme. To start new paragraphs <ul style="list-style-type: none"> - in narrative when there is a change of time, setting, theme or character. -in non-fiction when there is a change of focus or time. Write sentences that are developed on from previous sentences to form a group of connected / related ideas. To identify structure, suitable for the given audience and purpose. To select appropriate simple organisational devices in non-narrative. 	<ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining. To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. To ensure the consistent and correct use of tense throughout a piece of writing. To show awareness of different levels of formality linked to different types of writing (diary/report) Know formal writing contains no contracted words or abbreviations and draws on more technical language To know informal writing can draw on abbreviations, contracted words and speech like sentence structures. 	<ul style="list-style-type: none"> To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. To select appropriate organisational and presentational devices for effect, to structure text and guide the reader. To ensure the consistent and correct use of tense throughout a piece of writing. To consistently use a range of tenses, showing assured control. To use decisions about intended formality to dictate writing style, vocabulary and speech choices. To understand that there is a scale of formality.
Instructions	No new knowledge linked to instructions and or recipes. In addition to this, this genre is very limiting and will not give as much opportunity as other genres to practice sentence and word level work that will help children to hone their writing. Therefore, choose this genre with caution in KS2.			
Recount	Recounts: know that <ul style="list-style-type: none"> Follow the features outlined in KS1 and also that: Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!). Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile). Contain some reader orientation such as scene-setting or establishing context Include re-orientation, e.g. a closing statement that may include elaboration. Make take the form of a diary in which case there may be more emotional responses, thoughts and personal perspectives. 		Recounts: know that <ul style="list-style-type: none"> Follow the features outlined in LKS2 and also: Can be a fictional recounts as part of a narrative piece. In fictional recounts, the recount can sometimes re-order the chronology of events in the narrative - using techniques such as flashbacks and moving the focus backwards and forwards in time.	
Narrative	Narratives, know that: <ul style="list-style-type: none"> Narratives and retellings are written in first or third person and past tense, occasionally present tense. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward typical characters, settings and events are used in each genre. conjunctions, adverbs and adverbial phrases are widely used to: move the narrative along, signal time (later that day, once) or move the setting to surprise or create suspense. Y3 Be able to: <ul style="list-style-type: none"> Write with an awareness of the above features To write a story in which a plot is developed. Include extra detail to interest the reader 		Narratives, know that: Have the features taught in LKS2 and: <ul style="list-style-type: none"> May include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking). Use taught techniques (conjunctions, adverbs and adverbial phrases and dialogue) to control the pace of the narrative (giving more/less detail in more/less important parts of the story). Shows characterisation through the use of description and dialogue. Use evocative language to engage and excite the reader and create atmosphere Y5 Be able to: <ul style="list-style-type: none"> Write a narrative that shows an awareness of these taught features Describe settings and characters with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace and atmosphere. To suggest that something is going to happen over a series of sentences or paragraphs. 	

	<p>Y4 Should also be able to:</p> <ul style="list-style-type: none"> Builds excitement as the hero faces and overcomes a problem Effectively blends action, dialogue and description Uses dialogue to advance the action. "What was that noise? Did you hear it too?" 	<p>Y6 Should also be able to:</p> <ul style="list-style-type: none"> Drop clues to encourage involvement through prediction, (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...) Build tension in waves, with one problem after another accelerating the adventure with the high point of tension near the end. Develop characterisation through description and dialogue <p>Vary and control the pace of their own writing to hold the interest of the reader</p>
Non-chron/ information	<p>Non-chron reports: know that:</p> <ul style="list-style-type: none"> Begin with an opening statement, often a general classification sometimes followed by a more detailed or technical classification A description of whatever is the subject of the report Use technical vocabulary Description is used for precision rather than to create an emotional response (so imagery is not heavily used). Grouped information linked to the subject of the report Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). Description is usually an important feature, including the language of comparison and contrast. Use headings and subheadings to group ideas Sometimes written in the past tense, as in a historical / newspaper report. (although think carefully before choosing this complex genre) <p>From Y4 onwards there is no new 'knowledge' relating to reports. For this reason this genre can be a good way to reduce cognitive load when trying to practice other organisational devices or grammar knowledge.</p>	
Persuade/Argue/ Discuss	<p>Persuasive texts, know that:</p> <ul style="list-style-type: none"> Begin with an opening which states the position. Sequence of arguments as points with some elaboration. Convey a convincing viewpoint using the point of view of others or 'factual' data to support or contrast writer's own opinion. Close with reiteration as a summary and restatement of the opening position. 	<p>Discussion texts, know that:</p> <ul style="list-style-type: none"> Begin with a statement of the issue plus a preview of the main arguments Arguments for, plus supporting evidence Arguments against, plus supporting evidence (alternatively, argument/counter argument, one point at a time) End with recommendation – summary and conclusion

	Sentence structure			
	Year 3	Year 4	Year 5	Year 6
<p>Sentence Combining</p> <p><i>First ch must learn what a sentence is. Then they learn that they can join sentences using conjunctions to combine ideas. Subordinating conjunctions don't join ideas in the same way, instead they help a writer to give more information to a reader – making them more about sentence expansion,</i></p>	<ul style="list-style-type: none"> Use a wider range of subordinating and co-ordinating conjunctions to combine simple sentences 		<ul style="list-style-type: none"> Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences Remove overused subjects in a sentence by combining sentences Isolate essential information from an otherwise redundant sentence and embed key information into the base sentence* (linked to sentence shrinking) see examples in appendices 1 	
<p>Sentence expanding</p> <p><i>Adding further detail/description or precision with a sentence. Adding additional clauses</i></p>	<ul style="list-style-type: none"> To know what a clause is, and the different types of clause: main and subordinate To be able to understand and use the different sentence types in writing compound, simple, dual/multi clause) To vary sentence structures 	<ul style="list-style-type: none"> To give more detail about what a character is doing while speaking. To use a wider range of subordinate conjunctions, e.g. although, as, since. To use phrases linked to subordination, e.g. so that, even though. 	<ul style="list-style-type: none"> To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). To use relative clauses, that have an omitted relative pronoun. To understand that a relative clause adds further information about the subject of the sentence this can be defining (essential) or non-defining (non-essential). 	<ul style="list-style-type: none"> Use adverbs/ adverbial phrases to qualify intensify or emphasise the subject of the sentence e.g the dog is so incredibly stupid, an exceptional result. Understand the impact that different sentence structures can have on a reader and use these for effect throughout their work e.g. positioning of subordinate clauses, whether to expand a noun phrase

<i>to give more information.</i>	<i>Draw on examples from Alan Peat in small steps doc to support this as required</i>	<ul style="list-style-type: none"> To use subordinate clauses at the start and end of sentences. Know that a reporting clause is a clause which indicates that you are talking about what someone said or thought <p><i>Draw on examples from Alan Peat in small steps doc to support this as required</i></p>	<ul style="list-style-type: none"> To know that a relative clause is a type of subordinate clause. To use relative clauses both at the end of sentences and embedded within. Use verbs ending in 'ed' or 'ing' to start clauses to build multi-clause sentences <p><i>Draw on examples from Alan Peat in small steps doc to support this as required</i></p>	or not, where a simple short sentence has more impact.
Sentence shrinking	<ul style="list-style-type: none"> Use one word in isolation to grab the readers' attention e.g. Stop! 	<ul style="list-style-type: none"> Mix short and long sentences to change, accelerate or show pace for reader. 	<ul style="list-style-type: none"> Edit sentences to remove unnecessary detail Understand a sentence can contain 3 clauses but no more. 	<ul style="list-style-type: none"> Use precise vocabulary to reduce word use (e.g. found out = discover)
Sentence signposting	<ul style="list-style-type: none"> To use adverbs and adverbial phrases to show how, when and where something happened, To express time, place and cause, using conjunctions, adverbs or prepositions To use a range of subordinating conjunctions, to express time, give comparisons and show cause and effect 	<ul style="list-style-type: none"> To use fronted adverbials to give more detail or link ideas across paragraphs. Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. 	<ul style="list-style-type: none"> Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g. secondly Use a widening range of conjunctions (e.g. while, so, although) including those that set up a contrast of relationships across a paragraph(s) e.g. despite, nevertheless, consequently Create different emphasis in sentences through word order and noun phrases 	<ul style="list-style-type: none"> Use a range of adverbial phrases to link ideas across paragraphs

	Word class and word effects			
	Year 3	Year 4	Year 5	Year 6
Word classes: Content words Nouns, main verbs, adjectives and adverbs	<ul style="list-style-type: none"> The subject in a sentence is the noun that is doing the verb. Add detail into descriptions through precise words choice and descriptive noun phrases Words and phrases that describe why something happens are adverbial phrases. Use adverbs and adverbial phrases to add detail, show cause or vary sentence structure 	<ul style="list-style-type: none"> To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. To use a wider variety of adverbs and adverbial phrases to add detail, show cause or vary sentence structure 	<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely Ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> To understand how words are related by meaning as synonyms and antonyms, and use them in context. To identify the subject and object of a sentence. To use the subjunctive form of the verb to emphasise formality, urgency or importance Show the difference between formal structures and informal structures, through the use of question tags and subjunctive form.
Word classes: Function words Articles, pronouns, conjunctions, prepositions, modal verbs, auxiliary verbs	<ul style="list-style-type: none"> Use 'a' before a word that begins with a consonant. Use 'an' before a word that begins with a vowel. To use prepositions to give more information about where or when something is/was. Use a widening range of co-ordinating and subordinating conjunctions e.g. while, so, although 	<ul style="list-style-type: none"> To identify, select and effectively use pronouns. To know that 'the', 'a' and 'an' are determiners. To know that a determiner comes before a noun or an adjective (within a noun phrase). Use a widening range of co-ordinating and subordinating conjunctions including those that set up a contrast of relationships, e.g. despite To use phrases linked to subordination, e.g. so that, even though. 	<ul style="list-style-type: none"> To convert nouns or adjectives to verbs using suffixes. To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch, To use verb prefixes to create antonyms. To indicate degrees of possibility with adverbs and modal verbs. 	<ul style="list-style-type: none"> To know that the different types of determiners are articles, possessives, quantifiers and demonstratives. Switch 'was' for 'were' to create the subjunctive mood to describe a dream or wish.
Grammar effects	<ul style="list-style-type: none"> To identify word families related to common words, and use in context. To use present perfect form of verbs instead of simple past. To use past progressive to mark actions in progress. 	<ul style="list-style-type: none"> To understand the difference between plural and possessive 's'. To understand the difference between standard English forms of verb inflections, compared to local spoken form 	<ul style="list-style-type: none"> Deploy tense choices that support cohesion by making links e.g. he had seen her before (use of the perfect form of verbs). Ensure the consistent and correct use of tense throughout a piece of writing To identify further differences between standard English forms of verb inflections, compared to local spoken form and use in context. 	<ul style="list-style-type: none"> To use passive voice to affect the presentation of information in a sentence.

Punctuation				
	Year 3	Year 4	Year 5	Year 6
Terminators	<ul style="list-style-type: none"> Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency 			
Separators	<ul style="list-style-type: none"> To know that a comma is used to separate clauses. 	<ul style="list-style-type: none"> To use other punctuation to indicate direct (reported) speech. To use a comma to separate the reporting clause. To use a comma to mark fronted adverbials. To use a comma after a subordinate clause if it comes at the start of a sentence. To know that a comma is used to separate clauses. 	<ul style="list-style-type: none"> To use commas to clarify meaning and avoid ambiguity. To know that parentheses are used to add extra information in to a sentence (when removed the sentence still makes sense on its own). Use brackets, dashes or commas to indicate parenthesis. To understand that dashes are used in less formal writing. To know that commas are used to show where a relative clause starts and ends. To use correct punctuation and text structure when adding the listener's reaction to direct speech. 	<ul style="list-style-type: none"> To use semi-colons, colons and dashes to mark clauses. To use a semicolon within lists where more information is included. Use a colon to introduce a list. Colons can be used to join two independent clauses when the second clause gives more detail about the first. Use brackets, dashes or commas to indicate parenthesis.
Other	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech. Know and use the following terms to discuss their writing: inverted comma. 	<ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with plural nouns. 		<ul style="list-style-type: none"> To use bullet points to list information and punctuate these correctly. To accurately and consistently punctuate speech when the speaker is before, after or in the middle of direct speech. To use ellipsis. To use a hyphen to avoid ambiguity.

Vocabulary				
	Year 3	Year 4	Year 5	Year 6
Metaphors Similes Analogies Synonyms	<ul style="list-style-type: none"> Use similes to build imagery in writing Choose words because of the effect they will have on the reader. Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Use the word 'as' to build a simile e.g. the train was as slow as a hearse. Use metaphor to create vivid images in the reader's mind. Make language choices that are interesting and varied. Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary 	<ul style="list-style-type: none"> Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary, and imagery linked to senses. Use a thesaurus To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading. 	<ul style="list-style-type: none"> Use figurative language to enhance meaning or imagery Use varied and precise vocabulary to create particular stylistic effects. Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Select synonyms accurately for effect rather than as an alternative for an original word
Technical	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma 	<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: determiner, pronoun, possessive pronoun, adverbial 	<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: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<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: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points

Spelling – this may need review at school level but this breaks down the year group word lists related to the rule that teaches the spelling. These should be taught in the following order: first secure phoneme spellings then in order: alternate graphemes; spelling rules; homophones and then morpheme patters. CEWs should be delivered throughout.				
	Year 3	Year 4	Year 5	Year 6
Phonemes (individual sounds in words and their grapheme correspondence) Bold words on are on the word lists	<i>The Y3 and 4 spelling rules for phonemes can be moved to the alternative year. group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary Spell the soft c sound spelt ‘ce/ci’, bicycle, centre, century, certain, circle, decide, exercise, medicine, recent, experience, notice, sentence, increase, promise, purpose, accident(ally), Spell the ‘zhure’ sound (e.g. pleasure, treasure including pressure) Spell the ‘chure’ sound (e.g. furniture, picture) Spell the ‘k’ sound spelt ‘ch’ (e.g. scheme, chorus, from Greek) Spell the ‘sh’ sound spelt ‘ch’ (e.g. chef, chalet, from French) 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary To write from memory simple dictated sentences, including Year 4 taught words and punctuation. To use a junior thesaurus. Spell the ‘g’ sound spelt ‘gue’ (e.g. tongue, vague – from French), gu guard guide, g grammar, group, regular Spell the ‘k’ sound spelt ‘que’ (e.g. plaque, unique – from French) Spell the ‘s’ sound spelt ‘sc’ (e.g. science, fascinate) Spell the ‘shun’ sound spelt ‘cian’, ‘tion’, ‘sion’ including question, mention, position, possession, question 	<i>The Y5 and 6 spelling rules for phonemes can be moved to the alternative year group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary or thesaurus Spell some words with ‘silent’ letters Spell the ‘shus’ sound spelt ‘-tious’, ‘-cious’ including conscious (conscience) Spell the ‘shul’ sound spelt ‘-cial’ and ‘-tial’ 	<ul style="list-style-type: none"> Spell words with the ‘j’ sound, including language, average, exaggerate, privilege, prejudice Spell words with the ‘sh’ sound, including ancient, especially, sufficient, competition, explanation, conscience, conscious, profession, appreciate Spell further words with a soft ‘c’ spelt ‘ce’ including cemetery, criticise, certificate, celebrate, necessary, sincere, December, sacrifice, hindrance, nuisance, prejudice
Alternative Graphemes Bold words on are on the word lists	<i>The Y3 and 4 spelling rules for alternative graphemes can be moved to the alternative year group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Spell ‘ay’ sound graphemes – ‘ay’, ‘ai’, ‘eigh’, ‘ey’, ‘ei’, including: straight, eight, eighth, reign, weight, separate, favourite, potatoes Spell ‘u’ sound spelt ‘ou’ (e.g. young, country, enough) Spell ‘ew’ sound graphemes: ough – through, ui- fruit, bruise ou – group Spell o-e sound graphemes: suppose, ough though, although o notice. Spell or sound graphemes forward, important, ordinary, ‘ough’, including thought, ‘augh’ caught, naughty, exceptions: quarter and therefore Spell ‘ee’ sound graphemes ‘ea’ breathe, ‘ie’ believe, ‘e-e’ extreme, complete, ‘i’ material, peculiar, various, ‘y’ library 	<ul style="list-style-type: none"> Spell the ‘er’ sound spelt ‘ear’ including earth, heard, learn, early, ir – circle, ur – purpose, surprise, er – perhaps, remember, quarter, re – centre, ar – grammar, peculiar, particular, popular, regular, calendar, soldier Spell the ‘i’ sound spelt ‘y’ (e.g. myth, bicycle, gym, including symbol, system, rhythm, physical) ‘ui’ build, ‘u’, busy, business, minute 	<i>The Y5 and 6 spelling rules for alternative graphemes can be moved to the alternative year group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Spell the ‘ee’ sound spelt ‘ei’ after c including achieve, convenience, mischievous Spell ee sounds committee, guarantee, ‘y’, accompany, category, cemetery, community, controversy, curiosity, dictionary, especially, forty, frequently, identity, opportunity, secretary, sincerely, variety Spell words which include the grapheme ‘ough’ including thorough Spell the ‘or’ sound spelt ‘or’ including forty, category, according, opportunity, foreign 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words Spell words with silent letters including yacht, rhyme, rhythm, twelfth Spell ee sounds ‘e’ appreciate, convenience, frequently, immediately, vehicle ‘i’ familiar, pronunciation Spell er sounds ‘er’ determined, interfere, shoulder, ‘eur’ amateur, ‘our’ neighbour
Spelling Patterns (common spelling patterns) Bold words on are on the word lists		<ul style="list-style-type: none"> Plural nouns of words ending in ‘o’. Spell some words with silent letters including island, knowledge, build, guard, answer, guide, surprise, February, often 		
Homophones (words that sound the same but have different meanings)	<i>The Y3 and 4 spelling rules for homophones can be moved to the alternative year group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Spell further homophones and understand their meanings <i>including mail/male, hear/here, its/it’s, heel/heal/he’ll, whose/who’s, knot/not, meat/meet, missed/mist, rain/rein/reign, ball/bawl, ate/eight, fair/fare, break/brake</i> 	<ul style="list-style-type: none"> Spell further homophones including medal/meddle, affect/effect, accept/except, weather/whether, plain/plane, great/grate, scene/seen, berry/bury, piece/peace, groan/grown, main/mane 	<i>The Y5 and 6 spelling rules for homophones can be moved to the alternative year group. However, below is a suggested structure for year group division</i> <ul style="list-style-type: none"> Spell homophones and near homophones and explore their meaning including aisle/isle, aloud/allowed, alter/altar, cereal/serial, bridal/bridle, past/passed, desert/dessert, profit/prophet, scent/ assent, dissent/descent 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused Spell near homophones that end in ce/se (e.g. advice/advise and practice/practise)
	<i>The Y3 and 4 spelling rules for morpheme patterns can be moved to the alternative year group. However, below is a suggested structure for year group division</i>		<i>The Y5 and 5 spelling rules for morpheme patterns can be moved to the alternative year group. However, below is a suggested structure for year group division</i>	

<p>Morpheme Patterns (word parts – e.g. words roots, prefixes and suffixes)</p>	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto 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. Add suffixes beginning with vowels to words of more than one syllable (e.g. forget/forgetting, limit/limiting) Use the prefixes mis-, dis-, un- and understand how to add them Add the suffix -ly to form adverbs including probably, particularly, peculiarly, possibly, quarterly, ordinarily, occasionally, regularly, accidentally, differently, completely, naturally actually, frequently 	<ul style="list-style-type: none"> Use further prefixes and understand how to add them: re-, sub-, auto-, inter- (including interrupt, interfere), anti- Use further prefixes and understand how to add them: ir- (including irregular), il-, im- (including important, impossible), in- (including incomplete) Add suffix '-ation' to make a verb a noun including: consideration, continuation, experimentation, imagination, variation (various) 	<ul style="list-style-type: none"> To independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically. Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' Convert adjectives to verbs using suffixes –ate,-ise,-ify, -en, Convert nouns or verbs into adjectives using suffixes -ful, -ive, -al including: environmental, interruptive, persuasive (persuade), physical Use the prefixes de-, re-, and over-, Word families based on common words, showing how words are related in form and meaning (morphology) ment – parliament, government, equipment, environment etc. 	<ul style="list-style-type: none"> Spell words ending in '-ance' and '-ence' including hindrance Spell words ending in '-ible' and '-able' Add suffixes to words ending in '-fer' Use knowledge of etymology in words Recognise how words are related by meaning as synonyms and antonyms Explore and accurately use word families based on common words, showing how words are related in form and meaning (morphology), including: <ul style="list-style-type: none"> Temp - Temperature, temper, temperament, tempered etc. Vary – variety, variation, varied, variable, variance etc. Gest – suggest, digest, gestation, congestion etc. Light – lightning, daylight, enlightening, twilight etc. Acc – accommodate, accompany, according, access, accuse, accomplish, accumulate etc. Sign – signature, design, assign, significant, resignation, resign, assignment, signal Gram – programme, telegram, diagram, hologram, grammar, parallelogram etc. Comm – committee, communicate, community etc. Velop – develop, envelop, etc.
<p>Exception Words</p>	<p><i>The Y3 and 4 CEWs can be moved to the alternative year group. However, below is a suggested structure for year group division</i></p> <ul style="list-style-type: none"> Spell words that are often misspelt that contain double consonants: address, appear, arrive, disappear, opposite, pressure 	<p><i>The Y5 and 6 CEWs can be moved to the alternative year group. However, below is a suggested structure for year group division</i></p> <ul style="list-style-type: none"> Spell words that are often misspelt: breath, describe, famous, heart, height, history, interest, length, promise, special, strange, strength, woman, women 	<ul style="list-style-type: none"> Spell words that are often misspelt that contain double consonants: aggressive, apparent, attached, correspond, embarrass, excellent, (guarantee), harass, marvellous, occupy, occur, recommend 	<ul style="list-style-type: none"> Spell words that are often misspelt: available, awkward, bargain, definite, desperate, disastrous, existence, leisure, lightning, muscle, queue, recognise, relevant, restaurant, stomach, symbol, system, vegetable

Handwriting				
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters consistency and quality of their handwriting, - ensuring that the down strokes of letters are parallel and equidistant, -that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] To ensure lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. To use a neat, joined handwriting style with increasing accuracy and speed. To understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> Develop their own fluent style increase the consistency and quality of their handwriting, even when writing at speed. To ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch. To understand which letters, when adjacent to one another, are best left unjoined. 	<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 choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Adapt handwriting for different purposes e.g. print; bold; italics

Stage	Exemplified content of each stage	What might this look like?
Phase 1 Engagement:	<p>Oral Rehearsal: The engagement stage allows children to become immersed in the text type that will be focussed on throughout the unit. The children will listen to and may learn / re-tell parts of the text off by heart so that they can memorise and internalise the language and sentence patterns of the text type.</p> <p>Reading as a reader encourages the children to understand the text and the characters at a deeper level. It requires the children to analyse and unpick the model text and its features. It could also include elements of drama and short burst writing to rehearse previously taught knowledge linked to the different components of writing.</p> <p>Reading as a writer gets the children thinking about a writer’s toolkit and how they would be able to recreate something just as effectively. They analyse the techniques authors have used and the structure and shape of the text linked to the knowledge that the teacher wishes for them to learn or develop in phase 2. This enables the children to magpie (borrow) what they need from the text when writing their own.</p> <p>Generate ideas for writing</p>	<p>Enthusing</p> <ul style="list-style-type: none"> • Share a high-quality text and learn some of the language and rich vocabulary – when studying narrative, reading for the love of stories and listening to teacher as storyteller. • Engaging in events (to recount) or finding out about things (to report) that give them the knowledge they need to be able to construct their writing. • Retell / role play/re-enact parts of the narrative • Develop opportunities for oral rehearsal of the text, Retelling with actions so that children can ‘talk like the text’. <p>Developing language</p> <ul style="list-style-type: none"> • Learn new vocabulary, story words and structure • Learn the story, including story language and vocabulary <p>Sharing models</p> <ul style="list-style-type: none"> • For early-novice writers, share a simpler version in a model text that provides ample opportunity to link to spelling and handwriting focus in phonics. (Links to what is expected when children write). • For children who are developing in expertise, share high quality texts which has built into it the underlying, transferable structure and shape, sentence structures, grammar effects and language patterns that students will need when they are writing. • Establishing a sense of audience and purpose e.g. producing leaflets for younger children about healthy eating • Exploring structure and shape through e.g. boxed up planning. • Producing a tool kit for the key knowledge required for writing in this genre at this target successfully. <p>Practice of previously taught knowledge</p> <ul style="list-style-type: none"> • All of this first phase is underpinned by rehearsing key spellings, handwriting and grammatical patterns, including answering relevant SPAG style questions, allowing children to analyse, evaluate and reason about author choices.
Teach and apply – practice it	<p>Explicit teaching of knowledge linked to transcription (early writers) sentence structure, grammar or punctuation effects (novice-growing expertise writers)</p> <p>Deliberate practice of new knowledge</p> <p>Shared or modelled writing</p> <p>Oral rehearsal of sentences</p> <p>Opportunities for revising work to increase its impact</p>	<ul style="list-style-type: none"> • Worked examples • Examples and non-examples • Sentence stems and scaffolds • Short burst writing to practice newly taught (or revisited) knowledge • Editing for accuracy • Shared sentence redrafting to evaluate which are the most effective (novice-growing expertise writers) • Specific small step teaching of the essential transcription and compositional knowledge through the constant development of the disciplinary concepts. Taught and practiced in short burst writing e.g. writing noun phrases, writing in a passive voice, writing a multiclausal sentence
Apply, generate and refine	<p>Generating ideas that either adapt or extend the ideas in the original example.</p> <p>Ways of adapting a narrative include:</p> <ul style="list-style-type: none"> • Substitution— change the settings or characters • Addition— add in something new to the story • Alteration—changing a part of the story e.g. a different ending • Viewpoint— writing from a different person or character’s point of view. <p>Planning their own writing either orally (early writers) or supported by a written template/prompts Using writing toolkits generated in phase 1 to support them in this.</p> <p>Rehearsal of ideas</p> <p>Shared or modelled writing where the teacher exemplifies the disciplinary process writing as a writer and how to apply previously rehearsed techniques linked to a more structured, extended piece of writing</p> <p>Continuous editing (every few sentences/paragraphs). Continuous feedback on the impact of writing, supporting children in their own editing and revising skills.</p> <p>Independent writing, over a series of lessons to create a more extended piece</p> <p>Evaluation of work in regards to how well the plan was delivered, effectiveness and accuracy</p>	<ul style="list-style-type: none"> • Stimulus to write is shared and is purposeful and (for those growing expertise) has an identified audience. Stimuli can include: a film clip, interesting object, drama, wordless picture book, work of art, music, visitor or visit • Discussion and oral work to develop ideas • Modelled /shared planning • Independent planning using a scaffold, success criteria or prompts to ensure children include specific features or techniques in their work • Continued reference back to the plan • Sharing good example of work with the rest of the class • Opportunities to share in revising and editing work • Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. • Children are guided through planning, drafting and revising their work independently.