

Broadhempston Village Primary School

Writing Curriculum Statement EYFS–Year 6



Writing

Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of 'Talk for Writing' and DES Book Writes, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabulary discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!

A writer at our school will:

- Take pride in their writing and presentation
- Reflect on the use of language to write with purpose and effect
- Consider author voice and intent through shared, quality texts
- Articulate and talk their writing confidently
- Select vocabulary deliberately
- Adjust writing appropriately to a range of genres and across the curriculum
- Apply spelling, punctuation and grammar conventions accurately and independently
- Respond effectively to feedback, co-construct and take ownership of writing targets
- Take risks to write creatively

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

English sequences

English teaching is through the use of DES' Book Writes sequences. Children follow a progression of writing where teaching builds on previously taught sequences. Texts are carefully and intentionally selected to meet the national curriculum objectives and to meet the needs of the children. Sequences are written to be engaging and designed to 'hook' pupils into learning with intentional activities and experiences. Writing for an audience and reason is a fundamental feature in our teaching sequences. Pupils start and end each sequence with an independent writing task to generate and then assess outcomes and individual targets.

Robust and sequential working walls to scaffold and support children's writing, that clearly state outcomes and targets are 'built' collaboratively with the children during each sequence.

Vocabulary

We use Beck's tiered approach as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing. Tier 2 and 3 vocabulary is identified in teacher's planning in every subject. Transferrable words are selected in each subject area through a process of teacher assessment. These transferrable words become target words during each sequence or unit of work in core and curriculum areas. They are taught directly and used purposefully by the children across the curriculum.

Target setting

At the start of each sequence children have year group learning outcomes that are built into each sequence. Additionally, children are given individual targets to address any specific targets outside of the year group outcomes. These are clear, individual writing targets and milestones that build skill and writing confidence. These are based on thorough and frequent elicitation, final write assessments, conferencing, assessment and prior learning outcomes

Progression in editing

Progression in editing
We take a meticulous approach to drafting and editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way. Children are encouraged to edit against a non-negotiable year group list that evolves as the teaching progresses through each sequence and against specific sequence based and individual targets. Children are encouraged to revisit and upscale their work through deliberate changes of word choice. During conferencing with their teacher, children get the opportunity to dig deep into their writing allowing them to improve and refine their final write.

Guided Writing (GW)

Guided writing is the time where the teacher really gets to dig deep into different texts and move children's learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes. Guided writing involves modelling sentence work to embed and reinforce year group specific skills.

Writing across the curriculum

Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources.

Shared writing (SW)

Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse 'writing as a reader' so that they can 'read as a writer'. Throughout each sequence, teachers ensure the children have plenty of opportunities for shared writes and deliberate practise before they approach a final independent write at the end of each sequence

Feedback and marking

Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress at the draft stage of a final write in each sequence. Marking and feedback serves to provide specific skills to work on for writers to, 'close the gap' and to move their learning on. These skills are targeted through focused feedback and guided groups.

SPaG

Children are taught a progressive and robust programme of phonics, spelling, punctuation and grammar using Active Learn Phonics Bug, No Nonsense Spelling and No Nonsense Grammar.

Grammar is progressive, embedded in each sequence and based on the No Nonsense Strands.

Application of phonics is a key part of our phonics programme and assessed and monitored through KS1 and KS2.

Spelling from year 2 to 6 follows the No Nonsense Progression alongside targeted individual and year group spellings which are worked on daily and assessed regularly.

Purpose for writing

Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. We encourage a focus on performance and the prosody of language so children can develop variables of timing, phrasing, emphasis, and intonation as they present their work.

Interventions/Greater Depth

Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include pre and post teaching, small group targeted sessions, precision Teaching, Phonics Bug Catch up activities and/or support relevant to achieve individual targets. Conferencing is used as a tool to support individual pupil progress with all children.

When GD children have already demonstrated secure understanding of an aspect, a short input on a concept or skill is given. This allows GD children more independence to plan their writing, begin their Practise Write, or use an extended writing task to apply the skill or concept being practised.

Handwriting

Handwriting is taught progressively, using Letterjoin programme to support the development of a joined, neat handwriting style. Children start their writing journey by learning how individual letters are formed in print and by practising the patterns and actions and activities needed to develop the correct muscles to write. Children progress to a cursive style when they are ready in KS1. Handwriting is taught alongside spellings to aid retention through muscle memory.

Assessment - in order to assess impact

Children talk positively about writing; editing and improving confidently to achieve quality outcomes.

By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever-growing vocabulary, grammatical patterns and ideas in their writing.

Writing is taught progressively and covers the EYFS framework and National Curriculum objectives. English NC appendices and our 'writing progression' document support a structured approach to ensure that learning makes sense to pupils and builds on their skills.

Attainment is measured using the non-statutory test in Year 2 and statutory test in Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

Assessment evidence - a guide**EYFSP**

Writing moderations.

Observations of writing behaviour including through Tapestry.

Talking to pupils and parents.

Writing books/evidence

KS1

Writing moderations.

Non-statutory writing evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Years 3-5

Writing moderations.

Non-statutory writing evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Year 6

Writing moderations.

Statutory writing evidence for Year 6 SATs - evidence gathering grids for moderation (DES)

SIMs – in-house data and progress tracking

Ongoing phonics assessments following the Phonics Bug schedule and checks for application for segmenting to spell.	Teacher assessment - observations of writing behaviour and discussion English/writing books	Teacher assessment - observations of writing behaviour and discussion English/writing books	Teacher assessment - observations of writing behaviour and discussion English/writing books
	Ongoing phonics assessments following the Phonics Bug schedule and checks for application for segmenting to spell.	Spelling books and weekly tests	Spelling books and weekly tests
	Written responses to activities across the curriculum	Written responses to activities across the curriculum	Written responses to activities across the curriculum

Suggested Texts

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils - links to topic may then be made if the text does so. Selected texts should 'hook' pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, including to ensure that content is taught in a timely manner.

EYFS						
	Autumn term		Spring term		Summer term	
Year A Core texts	Rosie's Walk Duck in the Truck Little Red Hen	The Little Red Hen The Bear Hunt The Christmas Story	Whatever Next! Hey Diddle Diddle!	The Little Green Dinosaur Dinosaur facts/ non-fiction	Jack and the Beanstalk Very Hungry Caterpillar/ Life Cycles	Non-fiction Under the Sea Tiddler Rainbow Fish
Cross curricular links	The Farm Why are farms so important?	Seasonal Change/ Christmas (EAD/ UTW) How do the seasons affect us?	Space (PD, UW, EAD) Why is planet earth special?	Dinosaurs (PD, EAD, UTW) What if dinosaurs were around today?	New life and minibeasts Are all animals the same?	Changing Environments (PD, UTW, EAD) Where in the world could we go?
EYFS Framework	Writing Begin to form recognisable letters, writing some accurately. Write some or all of their name. Begin to spell words by identifying the sounds and them writing the sound with letters.		Writing Form lower case and capital letters correctly. Spell words by identifying the sounds and them writing the sound with letters. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop.		Writing 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.	

	Reread what they have written to check that it makes sense.
	EYFS texts are chosen to encompass the prime and specific areas of learning, in particular literacy, and communication and language. The texts are used to introduce new vocabulary, develop oracy skills, and provide children with the opportunity to embed new vocabulary in their play and wider life. The texts progressively build and layer learning whilst being readily adaptable to suit individual children's needs.
Phonics	Phonics is discretely taught daily, using a systematic synthetic phonics scheme – Phonics Bug.
Continuous Provision/enhance provision/pre-writing	Throughout the EYFS setting, children will have access to a range of independent writing/mark making opportunities to foster a love, and purpose, for developing their writing skills. These may include opportunities in the role play area, the writing table, chalks etc in the outdoor area. Our setting is a writing/mark making rich environment. Children's writing achievements are recognised and celebrated in a variety of ways. Throughout the EYFS setting, children will have access to a wide range of fine motor skill activities to support and develop their handwriting skills.

Year 1 and 2 (2024/25)												
	Autumn term				Spring term				Summer term			
Text type	Non-Fiction	Fiction	Non-Fiction	Non-Fiction / Poetry	Fiction	Non – Fiction / Poetry	Non-Fiction	Fiction	Fiction	Fiction	Non-Fiction	Fiction
Year A Suggested texts	<i>This Is How We Do It</i>	<i>The Three Little Pigs</i>	<i>Weather</i>	<i>'Cold' from Snow in the Garden</i>	<i>Augustus and His Smile</i>	<i>Ellsworth's Electronic Ears</i>	<i>My Day at the Zoo</i>	<i>Fatou, Fetch the Water</i>	<i>Stuck</i>	<i>Naughty Bus</i>	<i>How to Wash a Woolly Mammoth</i>	<i>Mixed Up Fairy Tales</i>
Key Outcomes:	To add yourself to the seven children in the book and write a fact file all about you and how you live .	Y1 To write the story of The Three Little Pigs Y2 To write the story changing some key details such as the characters and/or setting	To write an information text about the weather	To write a poem in two stanzas on a familiar theme, e.g. winter weather or Christmas, including rhyme and rhythm	To write a similar 'finding tale' following the structure of the text	Y1: to write alternative sentences for one of the pictures in the book Y2: in groups, to write their own alphabet book	To write a recount about a school trip or event	To write a story following a similar pattern based on a familiar setting	To write another cumulative story based on the pattern of the model text	To write a story with photographs, about the adventures of a favourite toy	To write your own set of instructions about caring for an imaginary pet	Y1 (and Y2): to write their own summarised fairy tales in to form part of an group of mixed up fairy tales. Y2: to use their summarised fairy tale as part of the planning structure to write their own version of a known tale.

<p>Year 1 Grammar Strands</p>	<p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Spaces between words</p> <p>Combining words to make sentences</p> <p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p> <p>Grammar terminology</p>	<p>Spaces between words</p> <p>Combining words to make sentences</p> <p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Capitals, full stops: sentence punctuation</p> <p>Grammar terminology</p>	<p>Sequence sentences to maintain cohesion</p> <p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Spaces between words</p> <p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Combining words to make sentences</p> <p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops, exclamation marks: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops, question marks: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Combining words to make sentences</p> <p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops, exclamation marks: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Capitals, full stops, question marks, exclamation marks: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Spaces between words</p> <p>Capitals, full stops, question marks, exclamation marks: sentence punctuation</p> <p>Capital letter for names and 'I'</p>	<p>Spaces between words</p> <p>Combining words to make sentences</p> <p>Using 'and'; to join words, sentences and caluses</p> <p>Capitals, full stops: sentence punctuation</p> <p>Capital letter for names and 'I'</p>
<p>Year 2 Grammar Strands</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Past and present tense</p> <p>Apostrophes for contractions</p> <p>Expanded noun phrases</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Past and present tense</p> <p>Expanded noun phrases</p> <p>Standard written English</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Subordinating and coordinating conjunctions</p> <p>Grammar terminology</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Expanded noun phrases</p> <p>Commas in lists</p> <p>Grammar terminology</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Past and present tense</p> <p>Expanded noun phrases</p> <p>Coordinating conjunctions</p> <p>Apostrophe for contraction</p> <p>Commas in lists</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Expanded noun phrases</p> <p>Apostrophe for possession</p>	<p>Revision of Capitals, full stops, exclamation marks: sentence punctuation</p> <p>Sentence types: statements, exclamations</p> <p>Past and present tense</p> <p>Coordinating conjunctions</p>	<p>Revision of Capitals, full stops, question marks: sentence punctuation</p> <p>Expanded noun phrases</p> <p>Commas in lists</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Sentence types: statements</p> <p>Apostrophe for possession</p> <p>Expanded noun phrases</p> <p>Past and present tense</p> <p>Subordinating and coordinating conjunctions</p>	<p>Revision of Capitals, full stops, question marks, exclamation marks: sentence punctuation</p> <p>Sentence types: statements, questions, exclamations</p> <p>Past and present tense</p>	<p>Revision of Capitals, full stops, question marks, exclamation marks: sentence punctuation</p> <p>Sentence types: commands, questions,</p> <p>Co-ordination (<i>and, or, but</i>)</p> <p>Language for detail including. Adverbs</p>	<p>Revision of Capitals, full stops: sentence punctuation</p> <p>Past and present tense</p> <p>Expanded noun phrases</p> <p>Coordinating conjunctions</p>

	Autumn term				Spring term				Summer term			
Text type	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction
Year B Suggested texts	<i>The Book of Hopes</i>	<i>Playing with Friends</i>	<i>Little Red Riding Hood (Nosy Crow)</i>	<i>How to Catch Santa</i>	<i>Tell Me a Dragon</i>	<i>Penguins</i>	<i>How to Hide a Lion at School</i>	<i>Seed to Sunflower</i>	<i>Perfect Pet</i>	<i>Amelia Earhart (Explorer)</i>	<i>First Book of the Sea</i>	<i>Stella and the Seagull</i>
Key Outcomes:	To write a descriptive account of an adventure	To produce simple historical writing comparing the past and present	To rewrite the story of Little Red Riding Hood changing the venue to a place of their choice and/or using different everyday items to scare the wolf.	To write instructions/a dvice about how to catch Santa.	To write their own 'Tell Me a Dragon' book	To write an information text about animals they have learnt about.	To write your own story about hiding an animal on a school trip	To produce a poster /booklet about the life cycle of another plant that they have grown, including photographs, labels and glossary.	To use the structure of the story to write another story based on different pets	To write a biography of a famous explorer	Write a poem about a sea creature you have learnt about, something you like about/enjoy doing at the beach.	To write a letter asking for help with an environmental issue.
Year 1 Grammar and punctuation	Spaces between words Capitals, full stops: sentence punctuation Capital letter for names and 'I' Grammar terminology	Spaces between words Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops, exclamation marks: sentence punctuation	Spaces between words Capitals, full stops, question marks, exclamation marks: sentence punctuation Capital letter for names and 'I'	Combining words to make sentences Capitals, full stops, question marks: sentence punctuation Capital letter for names and 'I'	Spaces between words Combining words to make sentences Capitals, full stops: sentence punctuation	Spaces between words Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops: sentence punctuation Capital letter for names and 'I' Grammar terminology	Using 'and'; to join words, sentences and caluses Capitals, full stops, question marks: sentence punctuation	Spaces between words Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops: sentence punctuation	Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops: sentence punctuation	Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops: sentence punctuation Capital letter for names and 'I'	Spaces between words Capitals, full stops, exclamation marks: sentence punctuation	Spaces between words Combining words to make sentences Using 'and'; to join words, sentences and caluses Capitals, full stops: sentence punctuation Capital letter for names and 'I' Grammar terminology

Year 2 Grammar and punctuation	Revision of Capitals, full stops: sentence punctuation	Revision of Capitals, full stops, exclamation marks: sentence punctuation	Revision of Capitals, full stops: sentence punctuation	Revision of Capitals, full stops, question marks: sentence punctuation	Revision of Capitals, full stops: sentence punctuation Expanded nouns phrases	Revision of Capitals, full stops: sentence punctuation	Revision of Capitals, full stops: sentence punctuation	Revision of Capitals, full stops: sentence punctuation	Revision of Capitals, full stops: sentence punctuation	Subordinating conjunctions	Revision of Capitals, full stops, exclamation marks: sentence punctuation	Revision of exclamation marks: sentence punctuation	
	Sentence types: , statements	Past and present tense	Past and present tense	Sentence types: , statements, commands, questions		Sentence types: , questions				Past and present tense	Sentence punctuation	Sentence types: exclamations,	
	Past and present tense	Past and present tense		Expanded nouns phrases							Expanded Noun Phrases		
	Expanded nouns tphrases	Sentence types: , statements, exclamations	Commas in lists	Expanded nouns phrases		Expanded noun phrases							
	Coordinating conjunctions	Standard written English	Sentence types: , statements, questions, exclamations, commands	Subordinating conjunctions		Subordinating and coordinating conjunctions							
	Grammar terminology		Expanded nouns phrases	Grammar terminology		Grammar terminology							

Year 3/4

	Autumn term			Spring term			Summer term		
Text type	Fiction	Non-fiction Instructions/ explanation and Information	Fiction Fairy Tales	Poetry Narrative poetry and Non-Fiction	Non-Fiction Explanation/ instructions	Fiction Description focus	Fiction Historical fiction	Poetry	Non-fiction Persuasive letter
Year A Suggested texts	Elf Road Fiction	Dare to Care – How to Care for a Dragon (2 outcomes)	Grimms Fairy Tales – Tom Thumb	A River (2 outcomes)	Marvin and Milo Adventures in Science	Julian Stories	Escape from Pompeii	A Good Weekend in Happy Here	RSPB letter
Grammar and punctuation	Fronted adverbials. Subordinating conjunctions Expanded noun phrases. Paragraphing	Fronted adverbials. And commas (Y4) Wider range of conjunctions. Use of adverbs and prepositions to express time, place and cause.	Use of apostrophes for contraction and possession. Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Using and punctuating direct speech. Fronted adverbials (Y3) and comma (Y4)	Extend range of sentences with more than one clause. Choosing nouns and pronouns accurately. Express time, place and cause using conjunctions, adverbs and prepositions (Y3)	Express time, place and cause using conjunctions, adverbs and prepositions. Choosing nouns and pronouns accurately. Fronted Adverbials.	Fronted adverbials with commas (Y4) Using and punctuating direct speech. Extend range of sentences with more than one clause. Use paragraphs to organise the story.	Possessive apostrophes (Y4) Using paragraphs to organise ideas around a theme. Express time, place and cause using conjunctions, adverbs and prepositions (Y3).	Express time, place and cause using conjunctions, adverbs and prepositions. Vocabulary Explore word choice and ensure best words in the best place	Extend range of sentences with more than one clause. Express time, place and cause using conjunctions, adverbs and prepositions (Y3). Expand noun phrases by addition of modifying

				Fronted adverbials with commas (Y4)	Causal conjunctions.	Modifying noun phrases (Y4)	Fronted adverbials with commas (Y4)		adjectives, nouns and preposition phrases. Choosing nouns and pronouns accurately.
Outcome	Write a short descriptive story	To write a page of advice on looking after an animal. To write a fact file and information page about a dragon / animal.	Alternative ending to a fairy tale	To write about a journey through different landscapes. To write a survival guide for the rainforest.	Write a scientific report with instructions and an explanation.	To write an everyday story based on your real-life experiences	Re-write an original story from a different character's point of view.	To write a recount in poetry form.	To write a persuasive letter
Text type	Fiction	Non-Fiction Interview	Media/fiction Silent movie	Poetry	Fiction Portal story	Non-fiction Interview	Fiction Fairy Tale	Non-Fiction Information writing	Poetry Narrative poetry
Year B									
Suggested texts	Fantasy story The Beasties	Interview with a tiger and other clawed beasts	Michael Morpurgo – The Snowman	Poetry Poetry Pie by Roger McGough	Fantasy story Leon and the Place Between	I am not a label	Cinderella of the Nile	How to Invent	The Beachcomber
Grammar and punctuation	Extend range of sentences with more than one clause. Express time, place and cause using conjunctions, adverbs and prepositions. Fronted adverbials with comma (Y4) Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases.	Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Choosing nouns and pronouns accurately. Express time, place and cause using conjunctions, adverbs and prepositions.	Fronted adverbials with commas. Express time, place and cause using conjunctions, adverbs and prepositions. Paragraphs Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Standard English (Y4)	Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Express time, place and cause using adverbs and prepositions.	Using and punctuating direct speech. Using paragraphs to organise sections of the story. Express time, place and cause using conjunctions, adverbs and prepositions. Fronted adverbials with commas (Y4)	Express time, place and cause using conjunctions, adverbs and prepositions. Extend range of sentences with more than one clause. Choosing nouns and pronouns accurately. Fronted adverbials with commas (Y4)	Using and punctuating direct speech. Using paragraphs to organise sections of the story. Precise use of nouns and verbs.	Express time, place and cause using conjunctions, adverbs and prepositions. Extend range of sentences with more than one clause. Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases.	Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases. Explore word choice and ensure best words in the best place.

					Expand noun phrases by addition of modifying adjectives, nouns and preposition phrases.	Use of apostrophes for contraction and possession. Paragraphs		Fronted adverbials.	
Outcome	To write a 10 sentence fantasy story	To create your own interview with an animal.	Write an episode from the film – The Snowman	To perform and write poetry	To create a different world beyond the portal.	To write about an inspiring person - Biography	To write a new version of Cinderella.	Create an inventors portfolio.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of the narrator.

Year 5/6									
A 2024/25	Autumn term			Spring term			Summer term		
Text type	Non-fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction
Year A									
Texts	The Day the Crayons Quit	101 things to become a superhero or evil genius	Hansel and Gretel	The Lost Words	A Word in your ear	Everest (x2)	Cloud Busting	Weslandia	Everything you need to know about snakes and other scaly animals (x2)
Outcome	Write at least 3 contrasting letters, showing different levels of formality	To write their own page for a book of Things To Do to Become a Superhero ...or evil genius	To write a fairy tale from its 'bare bones'	To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book	To write own story that has expanded detail and changes in pace	To write an account of another significant exploration e.g. moon landing or discovery of the pyramids To write a survival guide/biography	Tell a story through poetry, making choices about poetic devices	To write a short story about a character's time in an invented civilisation	To write a hybrid text about a subject of children's own choice or linked to cross curricular work. Cross curricular

Grammar and punctuation	<p>Parenthesis (brackets dashes commas)</p> <p>Cohesion within a paragraph</p> <p>Linking with adverbials</p> <p>Repetition</p> <p>Synonyms and antonyms</p> <p>Formality and adverbs of possibility</p> <p>Modal verbs</p>	<p>Formality</p> <p>Modal verbs and adverbs of possibility</p> <p>Commas for clarity</p> <p>Hyphens</p> <p>Bullet points</p> <p>Heading and subheadings</p>	<p>Cohesion within and across paragraphs</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Commas and commas for clarity</p>	<p>Expanded noun phrases</p> <p>Commas for clarity</p> <p>Hyphens</p> <p>Parenthesis (brackets dashes and commas)</p> <p>Colons and semi colons in a list</p>	<p>Parenthesis (brackets dashes commas)</p> <p>Semi colons</p> <p>Dashes</p> <p>Cohesion within a paragraph (within and across paragraphs including repetition)</p>	<p>Formality and passive</p> <p>Expanded noun phrases</p> <p>Modal verbs and adverbs of possibility</p> <p>Relative clauses</p> <p>Commas for clarity</p> <p>Cohesion within and across paragraph</p> <p>Headings and subheadings</p>	<p>Expanded noun phrases</p> <p>Parenthesis (dashes)</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Commas for clarity</p> <p>Cohesion within and across paragraphs</p>	<p>Passive voice</p> <p>Perfect verb form</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Commas for clarity</p> <p>Cohesion within and across paragraphs</p>	<p>Formality</p> <p>Passive voice</p> <p>Expanded noun phrases</p> <p>Modal verbs</p> <p>Relative clauses</p> <p>Commas for clarity</p> <p>Brackets dashes commas</p> <p>Cohesion across paragraphs</p> <p>Headings</p> <p>Subheadings</p> <p>Columns and tables</p> <p>Bullet points</p>
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Year 5/6

B 2025/26	Autumn term			Spring term			Summer term		
Text type	Fiction	Non-fiction	Poetry	Non-fiction	Non-fiction	Fiction	Poetry	Fiction	Fiction
Year A									
Texts	How the Whale Became	Extreme Animals	Bethlehem	Wallace and Gromit: Cracking Contraptions	My Secret War Diary (x2)	Kensuke's Kingdom (x2)	I Am Cat	Flotsam	Chitty Chitty Bang Bang and the Race Against Time
Outcome	To write a new 'How the...' story	To write a section of a book about 'Extreme...'. This could be other animals, plants, birds or even vehicles or buildings	To write a poem building the picture of a place preparing for a special event over a day/evening, with a clear contrast between busyness and tranquillity	to devise and write about your own cracking contraption to create a class Haynes Manual	To write another character's diary related to the second World War (or another historical event if sufficiently well known) To write a newspaper report	Children to write an extended story based on their own version of Chapter 4 Write a balanced argument about whether to take a year off to sail around the world	Write own version of 'I am Cat' using a different subject. This can be linked to art to produce a book with illustrations.	To write a different version of Flotsam from an alternative viewpoint	To write own chapter for the book where Chitty visits another place in time

Grammar and punctuation	Formality	Colons	Commas for clarity	Formality	Formality	Modal verbs	Expanded noun phrases	Expanded noun phrases	Formality
	Commas for clarity (Y6) (revise other uses of commas)	Linking with adverbials	Colons semi colons in lists	Passive voice	Perfect verb form	Parenthesis (brackets and dashes)	Synonyms and antonyms	Relative clauses	Perfect verb form
	Linking with adverbials	Cohesion across paragraphs	Linking cohesion within a paragraph	Expanded noun phrases	Parenthesis (brackets dashes commas)	Colons/semi colons in lists		Cohesion within a paragraph (within and across paragraphs including repetition)	Expanded noun phrases
	Hyphens	Modal verbs		Brackets	Semi colons	Linking with adverbials			Relative clauses
		Hyphens to avoid ambiguity			Colons	Linking with tense			Parenthesis (brackets and dashes)
		Semi colons in place of coordinating conjunctions			Semi colons and colons in lists				
					Cohesion within a paragraph				
					Linking with adverbials				
					Linking with tense				

Marking Code Meaning

CL There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possible

FS There are errors with full stop use. Pupils are encouraged to identify these independently as far as possible

P There are errors with use/choice of punctuation.

// A new paragraph is needed. Pupils are encouraged to identify these independently as far as possible

Sp There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age appropriate / high frequency word spellings independently. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. Pyramid x3

VF Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.

PP Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus.

Conf indicates conferencing has taken place. Target areas / discussion will be briefly noted

Highlighted Green represents good examples of learning, including where objectives or targets have been achieved.

Highlighted Yellow represents next steps in learning and / or areas to look at and check again.

Age and stage appropriate language and modelling will be found in all classes linked to our marking and feedback policy

Zone	0	1	2	3	4	5	6
Punctuation	Finger spaces	Capital letters to start a sentence Capital 'I' Capital letters for names, including days of the week and months of the year Full stop to end a sentence	Question marks Exclamation marks Commas in a list Apostrophes - where letters are missing(it's) and -For possession(<i>the girl's house</i>)	Inverted commas for speech (<i>speech marks</i>)	Punctuate speech correctly, e.g. <i>The driver shouted, "Sit down!"</i> Apostrophe for plural possession e.g. <i>The girls' names.</i> Comma after a fronted adverbial	Parenthesis: brackets, dashes, commas Commas to clarify meaning (carefully and thoughtfully placed)	Separate clauses with: -semi-colons -colons -dashes Colon to introduce a list and semi-colons within a list Bullet points to list information Hyphens
Sentence	Say sentence before writing it	Use 'and' to join sentences	Write interesting sentences using: <i>when, if, that, because, or, and, but</i>	Show time, place and cause using <u>conjunctions</u> : <i>after, while, so</i> <u>Adverbs</u> : <i>soon, thereafter</i> <u>Prepositions</u> : <i>in, next, to, during</i>	Fronted adverbials	Relative clauses beginning with: <i>who, which, where, when, whose, that</i>	Passive voice
Text	Can read back writing to an adult	Writing is in order and makes sense	Correct tense used consistently	Beginning to use paragraphs	Choose noun or pronoun to improve cohesion and avoid repetition	Build cohesion within each paragraph Link ideas across paragraphs e.g. using: -adverbials of time/place/number -connected ideas/words/phrases -ellipsis	
Spellings	Sound out to spell words, Use your phonics(segmenting) and spelling patterns		Use your word list and word bank, spell correctly the words you practise	Use your word list and word bank, spell correctly the words you practise		Use your word list and word bank, spell correctly the words you practise	
Handwriting	Form letters correctly	Form letters correctly, use kicks and flicks ready to join	Join your handwriting	Join your handwriting		Join your handwriting	