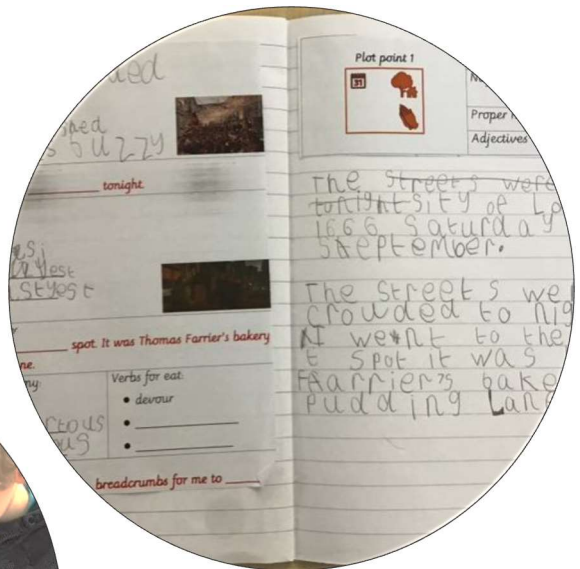




How we teach Writing



This document outlines: the intent and rationale behind our Writing curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Writing curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will inspire to be writers, who can express their thoughts and ideas.	Children enjoy writing a range of text types, expressing their thoughts and ideas, publishing their work and seeing their writing improve.	Children will be able to express their thoughts and ideas, through writing, clearly and creatively across a range of text types. By the end of Year 6, children will be able to confidently use the essential skills of grammar, punctuation and spelling.

At Godmanchester Bridge Academy, we follow the scheme 'The Write Stuff' as a teaching model to create our English curriculum. We have chosen this approach as it is backed by research and the science behind learning to write.

Specifically, our aims for the teaching and learning of writing are as follows:

- To nurture a culture where children take pride in their writing and can clearly adapt their language style for a range of contexts. They will feel comfortable to have a go at trying new ideas. The children are not afraid to make mistakes as they understand this forms part of the learning process.
- To ensure that our children receive high quality Phonics teaching every day in EYFS and KS1. We use the 'Read Write Inc' teaching tool and move on to a spelling and grammar focus in Key Stage 2. This progressive approach ensures that our children are well placed to spell words with fluency and confidence.
- To make links between what they have read and how they can use what they have read in their writing.
- To use the skills and knowledge learnt in an English lesson across the curriculum.
- To intend that our children have developed a love of writing and be able to express their thoughts and ideas clearly and creatively across a range text types. This will be developed through experience days and free write lessons.
- Units of writing will be carefully sequenced so that it builds and connects with previous learning.
- Children's learning will move from the bigger picture to the more detailed areas to focus on.
- To think about their language, purpose and audience when writing.
- To be able to re-read, edit and improve their own writing.
- Children will develop their expertise in writing by listening and watching the class teacher demonstrate writing using thinking out loud.
- Through writing lessons the children will understand and follow the 7 components of writing – planning, drafting, sharing, evaluating, revising, editing and publishing.
- Children will learn how to avoid overloading their working memory as they will work on small parts of their writing at one time.
- Children will be taught how to effectively plan their writing by creating a zoomed out structure and then focusing on the detail when they zoom in on different parts of their writing.

Implementation

All children receive at least 5 x 1 hour writing lesson a week following 'The Write Stuff' approach. Teachers also ensure that writing is taught across the curriculum by using their knowledge and skills taught in their English lesson in different subjects through cross curricular writing.

Children will receive at least 2, 30 minute spelling lessons each week. This follows the Read Write Inc scheme of work. Teachers will use and make reference to the spelling rules and strategies taught in writing lessons.

For handwriting, the teachers will follow the handwriting scheme Letterjoin. This is taught 2 x 15 minutes a week. Handwriting is referred to and modelled by all adults across the curriculum.

Working walls are set up in each classroom to aid and guide children through the process of writing. Writing modelled by the teacher is displayed in the classroom and referenced to, when discussing handwriting. Vocabulary is promoted through displays using dual coding (where possible), the use of word banks, thesauruses and dictionaries. Vocabulary will be discussed throughout all curriculum areas.

A display of children's writing across the school is located in the corridor near the library. This is to give children the purpose and audience for writing.

We encourage children to share their ideas by kind calling out their ideas, answering questions, discuss ideas with their partner, read their work aloud and by joining in with discussions.

At Godmanchester Bridge Academy, we incorporate Rosenshine's Principles of Instruction into our lessons to help ensure our teaching is research backed and as effective as possible. Children are given opportunities to:

- recap previous learning
- new learning is taught in small steps through learning chunks
- answer questions
- be guided in their writing
- have their learning scaffolded
- have feedback from the teacher throughout the lesson.



Planning

For writing the teachers will follow 'The Write Stuff' plans where the lessons are divided into experience days and sentence stacking days. During an experience day, teachers will ensure that the children have an experience that helps them become better writers and allows them to generate vocabulary. During a sentence stacking lesson, teachers will teach lessons structured into 3 learning chunks. Each learning chunk will focus on a particular lens from any tier of the writing rainbow. Each lesson will provide the children with opportunities to discuss ideas with each other and generate a word bank based on the skill they are being taught. This will support them in their writing. Teachers will also think about how they can challenge the more able children to deepen the moment. Teachers will also plan in opportunities to revisit the text type in a cross curricular way. For example, if in English they have written a report. They may then write a report about their focus in history or geography.

Prior to the lesson, teachers will:

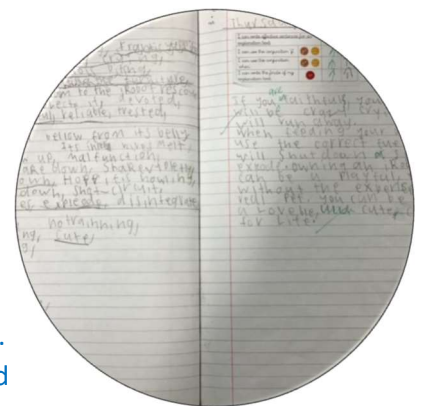
- adapt the planning to better meet the needs of the children in their class.
- ensure they have a good understanding of the text type and grammatical features they are teaching.
- provide some children with pre-teaching on the theme or vocabulary of the text they will be using as a guide.

During a writing lesson (Year 1 – 6) at Godmanchester Bridge Academy, children will:

- begin with a recap of a skill taught previously. They will summarise what they have learnt or written so far in their writing.
- have the learning objective explained to them so they are aware of what they are learning.
- have sentences modelled clearly, with explanations provided that show how the writer is thinking.
- will be taught skills from the national curriculum linked to their year group.
- have a sufficient amount of time to work independently in their writing.
- generate and share their ideas with others to create word banks they can use.
- have the time to construct their own sentence based on the model.
- they have the opportunities to deepen the moment.
- have scaffolds provided, where appropriate, to support their learning.
- achieve a high success rate in their independent work (~80%)
- have the opportunity to discuss their writing with the class teacher during the lesson.

During a spelling lesson (Year 2 – 6) at Godmanchester Bridge Academy, children will:

- children will recap set 2-3 sounds at the beginning of a lesson in Year Two and Three.
- will be taught skills from the national curriculum linked to their year group.
- have the learning objective explained to them so they are aware of what they are learning.
- achieve a high success rate in their independent work (~80%)
- they will recap previous learning – a spelling pattern or rule and practice spelling up to 3 words from previous spelling patterns learnt.
- children will have the opportunity to identify the sounds in words and underline the words using dots and dashes.
- children will break the word down into sounds (Fred fingers) and write them down.
- they will have the opportunity to add prefixes or suffixes to a word.
- the children will have feedback throughout the lesson.



During a handwriting lesson (Year 1 – 6):

- have the learning objective explained to them so they are aware of what they are learning.
- children will warm up by practicing some gross and fine motor activities.
- pencil grips will be provided to support some children.
- handwriting will be modelled in front of the children.
- children will practise a letter or a letter join.
- children may have support through having a highlighted line drawn in their books.
- teachers will provide feedback and support.
- have a sufficient amount of time to work independently and practise their handwriting.

After or during a lesson at Godmanchester Bridge Academy, children will:

- have their work checked by their teacher.
- the children will give feedback to the teacher through self-assessment.
- have the opportunity to respond to feedback.
- some children will have further support to achieve aspects of the lesson. This will happen during the intervention of 'Bridge It'.

Assessment of writing will happen at the end of every unit. Teachers will use the assessment to identify gaps in the children's knowledge.

Curriculum Accessibility – Writing

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.
- pencil grips or writing slopes
- thinking page that is scaffolded and gives the pupils visuals, key words and sentence stems to use in their writing.
- vocabulary sheets available with phonetic breakdowns and visual representations.
- Access to talk to type technology

Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.

The impact of our writing curriculum at Godmanchester Bridge Academy is that:

- Children leave Year 6 with the skills and knowledge needed for secondary school and the wider world.
- Children will enjoy writing across a range of genres.
- Children will have had opportunities to draft, edit and publish their writing and share this with others.
- Children will be aware of and understand the purpose of writing and how to adapt their writing based on the purpose and the audience.
- We have an environment where writing is fun and celebrated. Children have a go and understand that it is ok to get things wrong. That we learn from our mistakes.
- Children have a positive attitude towards writing. They show great resilience when faced with the challenges of writing.
- Our English, spelling and handwriting books are packed with activities.
- The English books will show the children have been developing their vocabulary by chotting on their thinking side. They will show their understanding of how to use the words they think of in their writing.
- Their books will show that they are learning skills that are age-appropriate standard with opportunities to extend and challenge the greater depth children.
- Their books will show they are recapping previous knowledge and building upon it as they progress through the school.
- Pupil voice shows the children are confident and are able to talk about what they have learnt. It will also show their enjoyment of English.
- Work in books is of good quality and show the children writing in different styles.
- Children will feel confident to express themselves through writing.



Subject Map

Writing

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	The Colour Monster The colour monster goes to school My class is a family A handful of buttons	The Gruffalo What the Ladybird heard Tiddler The Ugly 5 Freddie the Fairy The Library Dog The Hospital Dog	Dear Dinosaur Harry and The Dinosaurs go to the Museum Non-Fiction Dinosaur books Vladimir the Volcano Look inside Space The Dinosaur that pooped a planet	Jack and the Jelly beanstalk (F) Four Seasons make a Year Jasper's Beanstalk I will Never Not Eat a Tomato Olivers Vegetables Errol's Garden The Lorax The story of easter The Hungry Caterpillar	Goldilocks and the three bears Nursery Rhyme Week Little Red Riding Hood The three little pigs The Gingerbread Man Twisted Tales	Penguin on Vacation The Naughty Bus Tip Tip Dig Oi Get Off The Train
Substantive and Disciplinary knowledge	The understanding and use of knowledge across the 7 areas of learning. They will learn how to listen and communicate effectively. Begin to develop an awareness of listening to and replicating the sounds of a new language. Join in with songs and games. Begin to investigate and appreciate similarities and differences of other cultures and their celebrations. This is taught through adult-led teaching and those which developed through deliberate practice so that the children develop fluency in their understanding.					
Diversity	Texts themed around starting school, feeling part of a community, the different cultures in a classroom and different family types. American and Spanish authors.	Stories based on folk lore, hearing impairment and mumbling speech. Texts by Julia Donaldson – British white female author.	Diverse Authors - Scottish author and an author from the United Arab Emirates.	Range of themes covered.	Traditional Tales	Variety of themes.
1	Ruby's Worry Story How to count to one Instructions	Lost and Found Story The Snail and the Whale Postcard	The Proudest Blue Story If sharks disappeared Report	The Last Stop on Market Street Story Bold Women in Black history Biography	The way back home Science fiction Seasons Information Text	The Comet Narrative Our Trip to the Woods Recount

Substantive and disciplinary knowledge	<p>Handwriting Children will be taught to sit correctly at a table, holding a pencil comfortably and correctly. They will begin to form lower-case letters in the correct direction, starting and finishing in the right place. The children will form capital letters and digits 0-9. They will understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Composition The children will write sentences by saying out loud what they are going to write about by composing a sentence orally before writing it. The children will sequence sentences to form short narratives and re-read what they have written to check that it makes sense. The children will discuss what they have written with the teacher or other pupils. They will read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Vocabulary, grammar and punctuation The children will develop their understanding of the concepts of:</p> <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ <p>The children will learn the grammar for year 1 and use the grammatical terminology of letter, capital letter, full stop, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark in discussing their writing.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices.</p>					
Diversity	Identifying and managing anxiety, children represent a variety of cultures and ethnicities. British and French authors.	Focus on kindness and helping each other. Authors from Northern Ireland and Britain.	Focus on the religion Islam and being proud of who you are. Muslim author	Exploration of urban life and different ethnicities are represented. American track and field athlete. American author (white male and black female)	Focus on friendship, teamwork and not judging others. Northern Irish author and British author.	Focus on moving house with different cultures and ethnicities represented. Focus on the local environment – Godmanchester. British author
2	Place Value of Punctuation and Grammar (4 weeks) Binny’s Diwali Celebration Story	My Christmas Star Story How to make a bird feeder Instructions	Little Red Reading Hood Traditional Tale with a twist Neil Armstrong Recount	The Crow’s Tale Fable The Day The Crayons Quit Persuasive Letter	A lion in Paris Adventure Big Cats Non-Chronological Report	Milo Imagines The World Overcoming Difficulties Story Malala’s Magic Pencil Biography
Substantive and disciplinary knowledge	<p>Handwriting The children will be taught to form lower-case letters of the correct size relative to one another. They will start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. The children will be taught to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. They will be able to use spacing between words that reflects the size of the letters.</p> <p>Composition The children will be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. Over the year, the children will write for different purposes. They will consider what they are going to write before writing by planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary or by encapsulating what they want to say, sentence by sentence. The children will edit their writing by making simple additions, revisions and corrections. The children will evaluate their writing with the teacher and other pupils by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] and read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Vocabulary, punctuation and grammar The children will learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). The children will learn how to use sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but) and some features of written Standard English.</p>					

	<p>The children will learn the grammar for year 2 and use the grammatical terminology of noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past tense, present tense, apostrophe and comma.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices.</p>					
Diversity	<p>Focus on the Hindu festival of light called Diwali – cultural representation.</p> <p>Indian-American Author</p>	<p>Focus on single parent family, different ethnicity is represented.</p> <p>Outdoor learning links – exploration of birds and birds found in the local area.</p>	<p>Learning about the life of an American astronaut.</p> <p>British author and American author.</p>	<p>Text inspired by a Lenape Native American myth. Focus on courage and kindness.</p> <p>American authors.</p>	<p>Focus on a visit to Paris – being a stranger in a new country and the process of understanding our own identity.</p> <p>Italian illustrator and author</p>	<p>Different cultures and ethnicities are represented. Focus on not judging people by their appearance.</p> <p>Text based on a child living in Pakistan.</p> <p>American author and author born and living in Pakistan.</p>
3	<p>Place Value of Punctuation and Grammar (4 weeks)</p> <p>Stone Age Boy Story (Fiction)</p>	<p>The Wolves in the Walls Suspense</p> <p>My Strong Mind - Instructions</p>	<p>The Incredible Book Eating Boy Comedy</p> <p>The Journal of Illiona – A young Slave Diary</p>	<p>Star in the Jar Story</p> <p>Earthquakes Non-Chronological Report</p>	<p>The Magic Paintbrush – Traditional tale</p> <p>Street beneath my feet Explanation</p>	<p>Flood Narrative -Tragedy</p> <p>The Gardener Letter</p>
Substantive and disciplinary knowledge	<p>Handwriting</p> <p>The children will be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Composition</p> <p>The children will be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and by discussing and recording ideas. They will draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices [for example, headings and sub-headings. The children will evaluate and edit their writing by assessing the effectiveness of their own and others' writing and suggesting improvements and by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. The children will proof-read for spelling and punctuation errors and read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Punctuation and Grammar</p> <p>The children will develop their understanding of the concepts of writing by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause and using fronted adverbials. The children will indicate grammatical and other features by using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns and by using and punctuating direct speech.</p> <p>The children will learn the grammar for year 3 and use the grammatical terminology of preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas or speech marks.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices.</p>					
Diversity	<p>Set in the Stone Age.</p> <p>Japanese author</p>	<p>Focus on standing up to your fears.</p> <p>Focus on developing mental strength, resilience and a growth mindset.</p>	<p>Based in Roman Times – a Greek child is orphaned and sold as a slave in Rome.</p>	<p>Focus on teamwork and sibling relationships.</p> <p>Natural disasters around the world.</p>	<p>Chinese tale. Different representations.</p> <p>British authors</p>	<p>Natural disasters with the message of hope and recovery.</p> <p>Focus on making the environment better.</p>

		British author and an Australian author.	Northern Irish Author and a British author.	Different countries are explored. Scottish author and a female author.		Argentinian author and American authors.
4	Place Value of Punctuation and Grammar (4 weeks) The Lost Thing Story (Fiction)	Float Story Secrets of a Sun King Diary	Arthur and the Golden Rope Norse Myth An alternative to plastic straws – Stroodles Persuasive Advert	Feast Film The Creature Newspaper Report	The Boy, The Mole, The Fox and The Horse Story Digestion based on Gut Garden Explanation Text	Aladdin Traditional Tale Nikola Tesla Biography
Substantive and disciplinary knowledge	<p>Handwriting The children will be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Composition The children will be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and by discussing and recording ideas. They will draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices [for example, headings and sub-headings. The children will evaluate and edit their writing by assessing the effectiveness of their own and others' writing and suggesting improvements and by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. The children will proof-read for spelling and punctuation errors and read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Punctuation and Grammar The children will develop their understanding of the concepts of writing by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause and using fronted adverbials. The children will indicate grammatical and other features by using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns and by using and punctuating direct speech.</p> <p>The children will learn the grammar for year 4 and use the grammatical terminology of preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas or speech marks. determiner, pronoun, possessive pronoun and adverbial.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices</p>					
Diversity	Focus on finding where you belong. Australian male author.	Wordless picture book. Focus on Egypt, Egyptologists and archaeologists.	Focus on Viking Times. Focus on saving the planet. British author.	Focus on saving the planet.	Four unlikely friends learn an important lesson in life. The text explores the thoughts and feelings that unites us all. British male author and British female author.	Traditional tale which features diversity in the characters represented. Focus on a Serbian- American electrical inventor. British author and an author from Iran.
5	Place Value of Punctuation and Grammar (4 weeks)	Cosmic Science Fiction Screen Use Balanced Argument	The Nowhere Emporium Mystery Scott of the Antarctic Diary	The Piano Film Kick Persuasive Letter	The Explorer Story – Adventure Emperor Penguins Information Text	The Present Story Refugees Speech

	One Small Step Adventure (Fiction)					
Substantive and disciplinary knowledge	<p>Handwriting The children will be taught to 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 and by choosing the writing implement that is best suited for a task.</p> <p>Composition The children will plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary and in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>The children will draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives they will, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. The children will draft and write by précising longer passages, using a wide range of devices to build cohesion within and across paragraphs and by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. The children will evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register and by proof-reading for spelling and punctuation errors. The children will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Vocabulary, punctuation and grammar The children will be taught to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, use passive verbs to affect the presentation of information in a sentence, use the perfect form of verbs to mark relationships of time and cause, use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility and use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>The children will indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list and by punctuating bullet points consistently.</p> <p>The children will learn the grammar for year 5 and use the grammatical terminology of preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas or speech marks. determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices</p>					
Diversity	<p>Main character is a young Chinese American girl.</p> <p>Film studio in LA and China.</p>	<p>Being tall isn't everything. – focus on diversity of size.</p> <p>Everyone is different.</p> <p>British author</p>	<p>Main character is an orphan.</p> <p>Daily life of an explorer exploring the Antarctic.</p> <p>Focus on bravery and courage.</p> <p>Scottish author</p>	<p>Theme of love and memories, family dynamics.</p> <p>Based in Indonesia and focuses on poverty, human rights and child labour.</p> <p>British author</p>	British author	Focus on managing emotions and a single parent family.
6	<p>Place Value of Punctuation and Grammar (4 weeks)</p> <p>The Journey Story (Fiction)</p>	<p>The Firework Maker's Daughter Adventure</p> <p>Letters from the Lighthouse Recount</p>	<p>Varmints Story</p> <p>Anglo Saxon Battle Persuasive Speech</p>	<p>Paperman Video Clip</p> <p>Everest Non-Chronological Report</p>	<p>Kensuke's Kingdom Adventure</p> <p>Goldilocks Newspaper Report</p>	<p>The Arrival Story - Journal</p> <p>Pet Peeves Blog</p>
Substantive and	<p>Handwriting The children will be taught to 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 and by choosing the writing implement that is best suited for a task.</p>					

disciplinary knowledge	<p>Composition</p> <p>The children will plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary and in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>The children will draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives they will, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. The children will draft and write by précising longer passages, using a wide range of devices to build cohesion within and across paragraphs and by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. The children will evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register and by proof-reading for spelling and punctuation errors. The children will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Vocabulary, punctuation and grammar</p> <p>The children will be taught to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, use passive verbs to affect the presentation of information in a sentence, use the perfect form of verbs to mark relationships of time and cause, use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility and use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>The children will indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list and by punctuating bullet points consistently.</p> <p>The children will learn the grammar for year 5 and use the grammatical terminology of preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas or speech marks. determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, semi-colon, colon and bullet points.</p> <p>They will develop their ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices</p>					
Diversity	<p>Theme: refugees and the hard decisions that need to be made.</p> <p>Italian author</p>	<p>Different cultures and representations of people. Fairytale.</p> <p>Set on the Devon coast, after the war.</p> <p>British author</p>	<p>Theme: Protecting the world.</p> <p>British author</p>	<p>American romantic comedy produced by Disney.</p>	<p>Theme: Travelling the world after being made redundant.</p> <p>British author</p>	<p>Theme: Leaving an impoverished town to seek better prospects.</p> <p>Australian author.</p>

Spelling

Year	Autumn Term	Spring Term	Summer Term
R	<p>Read Write Inc See How we teach Phonics</p>		
1			
2	<p>Week 1: Unit 1 – or sound spell a before l or ll</p> <p>Week 2: Unit 2 – soft c</p> <p>Week 3: Adding the suffix –y (1)</p>	<p>Week 1: The igh sound spelt y</p> <p>Week 2: Adding the suffix –ing (1)</p> <p>Week 3: Adding the suffix –ing (2)</p> <p>Week 4: The j sound</p>	<p>Week 1: Adding the suffix –er or –est (3)</p> <p>Week 2: The ee sound spelt ey.</p> <p>Week 3: Adding the suffix –ness (1)</p>

	Week 4: Adding the suffix –y (2) Week 5: Adding the suffix -ly Week 6: The n sound spelt gn and kn.	Week 5: The o sound spelt a after w and qu. Week 6: Adding the suffix –ed (1) Double the consonant Spring 2 Week 1: Adding the suffix –ed (2) Swap y for an i Week 2: Adding the suffix –ed (3) Drop the e Week 3: The r sound spelt wr Week 4: Adding the suffix –er or –est (1) Week 5: Adding the suffix –er or –est (2)	Week 4: Adding the suffix –ness (2) Week 5: Words ending in le Week 6: Words ending in el Week 1: Words ending in al Week 2: Adding the suffix -ful Week 3: Adding the suffix -less Week 4: Adding the suffix –ment Week 5: Words ending in -tion Week 6: Words ending in -es Week 7: Homophones
3	Recap year 2 spellings Week 1: Adding prefixes dis- and in-. Week 2: Adding im- to root words beginning with m or p. Week 3: Orange words Week 4: Adding the suffix -ous Week 5: Adding the suffix –ly (to adj from adverbs) Week 6: Consolidation	Week 1: Words ending in -ture Week 2: Homophones Week 3: Adding –ation to verbs to form nouns Week 4: Words with the c sound spelt ch Week 5: Words with the sh sound spelt ch Week 6: Consolidation Week 1: The short l sound spelt y Week 2: Adding the suffix -ion Week 3: Adding the suffix -ian Week 4: Adding the prefix re- Week 5: Consolidation Week 6: CEW	Week 1: Adding the prefix anti- Week 2: Adding the prefix super- Week 3: Adding the prefix sub- Week 4: Homophones Week 5: Consolidation Week 6: CEW Recap over any spelling patterns they have not understood.
4	Recap year 3 spellings Week 1: Adding prefixes mis- Revising un-, dis-, in- Week 2: Words ending in zhuh spelt -sure Week 3: Adding the prefix auto- Week 4: The short u sound spelt ou: double Week 5: Adding the suffix -ly Week 6: Consolidation	Week 1: Adding prefixes inter- Week 2: Homophones Week 3: Words with the ay sound spelt ei, ey, eigh. Week 4: Words ending in -ous Week 5: Words with the s sound spelt sc Week 6: Consolidation Week 1: Possessive apostrophe with plural words Week 2: Words ending in zhun spelt –sion. Week 3: Adding il- Revising un-, in-, mis-, dis- Week 4: The c sound spelt –que and the g sound spelt –gue Week 5: Consolidation Week 6: CEW	Week 1: Homophones Week 2: Adding ir- to words beginning with r. Week 3: Adding the suffix –ion (1) Week 4: Adding the suffix –ion (2) Week 5: Consolidation Week 6: CEW Recap over any spelling patterns they have not understood.
5	Recap year 4 spellings Week 1: Words with silent letter b Week 2: Words that contain the letter string -ough Week 3: Words ending in ible Week 4: Homophones Week 5: Words ending in -able Week 6: Consolidation	Week 1: Orange words Week 2: Words with silent letter t. Week 3: Orange words Week 4: Words ending in –ibly and –ably Week 5: Homophones and other words easily confused. Week 6: Consolidation Week 1: Words ending in -ent Week 2: Orange words Week 3: Words ending in -ence Week 4: Orange words	Week 1: The ee sound spelt ei Week 2: Homophones Week 3: Words ending in –ant, –ance or -ancy Week 4: Orange words Week 5: Words ending in shus spelt -cious Week 6: Consolidation Week 1: Orange words Week 2: Words ending in shus spelt -tious

		Week 5: Consolidation Week 6: Common exception words.	Week 3: Words ending in –ant, –ance or –ancy Week 4: Orange words Week 5: Words ending in shus spelt –cious Week 6: Consolidation
6	Recap year 5 spellings Week 1: Suffixes Week 2: Special focus 1 the letter string –ough. Week 3: Suffixes (2) Week 4: Special focus 2 – Common Exception words Week 5: Suffixes (3) Week 6: Special focus 3 – Homophones	Week 1: Suffixes (4) Week 2: Special focus 4 – Common exception words. Week 3: Suffixes (5) Week 4: Special focus 5 – Common exception words. Week 5: Consolidation of suffixes. Week 6: Sh sound spelt ti or ci Week 1: Special focus 6 – Homophones and other confusing words. Week 2: The sh sound spelt si or ssi. Week 3: Silent letters Week 4: The spellings ie and ei. Week 5: Special focus 9 – hyphens. Week 6: Consolidation	Week 1: Common exception words. Week 2: Words ending in –ible and –able. Week 3: Special focus 10 – common mistakes. Week 4: Plural nouns Week 5: Plural nouns Week 6: Homophones Focus on Spellings that the children struggled with. Common mistakes Common exception words.

