Spalding Parish Church of England Day School
Approach to Writing

At SPCEDS we want children to:

- See themselves as a writer and celebrate their success;
- Be able to reflect, edit and publish their own work;
- Be able to select appropriate word choice, sentence structure and text form for effect;
- Understand the relevance of writing to themselves and their lives;
- Understand the purpose, audience and forms of writing;
- Develop resilience as independent writers.

Teachers should refer to the National Curriculum 2014 for year group expectations when reading this document.

Key Documents:

SPCEDS Approach to Writing
Writing Progression Documents
Writing for a Purpose – Michael Tidd

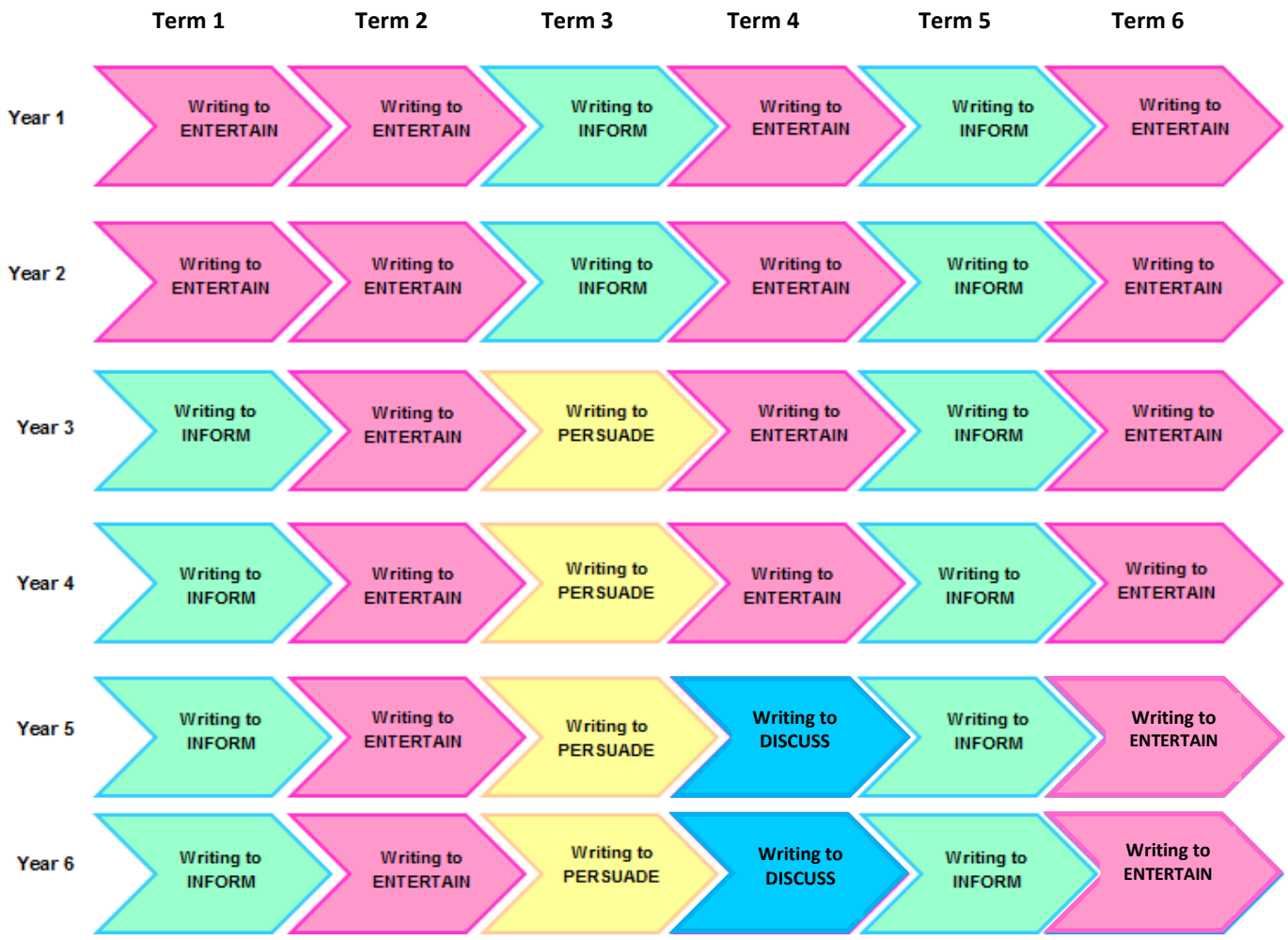
The 'Purpose for Writing' Approach

At SPCEDS we are adopting a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:

- To entertain;
- To inform;
- To persuade;
- To discuss.

Below is a provisonal long term plan for writing in our school:



EYFS Focus: To entertain and to inform

KS1 Focus: To entertain and to inform

LKS2 Focus: To inform, entertain and persuade

UKS2 Focus: To inform, entertain, persuade and discuss

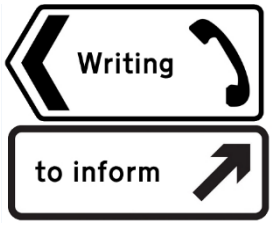
Should the Long Term Plan be followed in order?

Although coverage of the four purposes of writing is prescriptive, the order in which teachers complete them is up to teacher discretion, their knowledge of the curriculum approach and progress of children in their particular year group. In the staff room the LTP will be displayed for all staff to see with moveable chevrons for each year group. As long as teachers are showing the order in which they teach the purposes on this board, the order is up to them. This must be updated termly. Teachers are encouraged to spend longer on each unit to ensure that concepts are really grasped.

What text types should be taught with each purpose?

Below is an overview of the different texts types that can be taught with each purpose. It is set out in Phases to show progression throughout the school. ***It is expected that two main outcomes are chosen for each terms purpose*** e.g. Year 2 in Term 1 may focus on 'Writing to Entertain' and write a story and piece of poetry. This means that at the end of one short term, pupils will have completed at least two pieces of writing. Planning will be required (although not formally written) to be placed behind the appropriate chevron on the staff room planning board in a planning pocket.

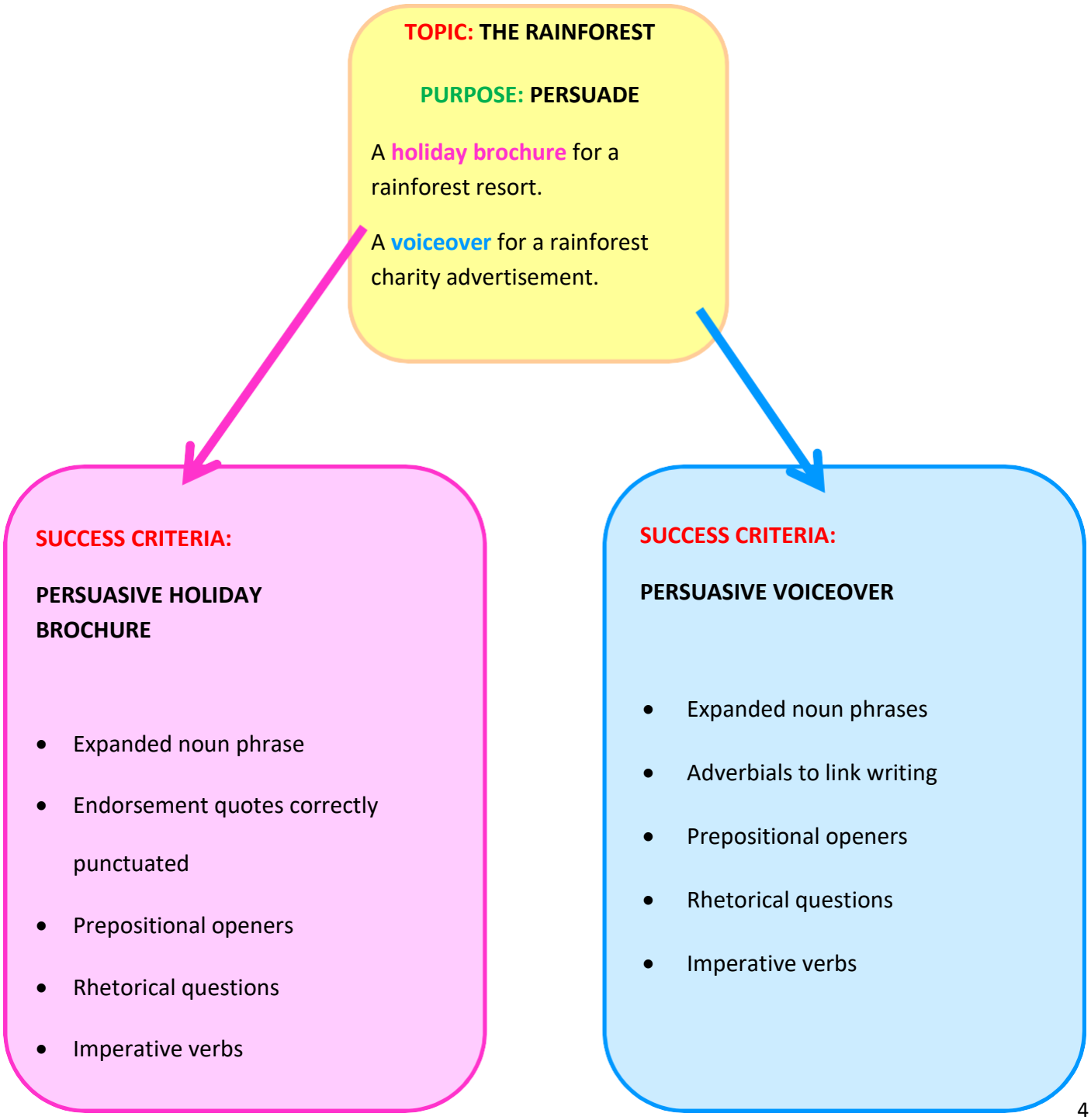
There will also be a requirement for pupils to publish their finished pieces; this will be discussed later in this document.



EYFS	**Story (including retellings) Description Poetry In-character/role**	**Recount Letter Instruction Non Chronological Report**		
Year 1 & 2 (KS1)	**Story (including retellings) Description Poetry In-character/role**	**Recount Letter Instruction Non Chronological Report**		
Year 3 & 4 (LKS2)	**Narrative Description Poetry Characters/Settings**	**Explanation Recount Letter Biography Newspaper Non Chronological Report**	**Advertising Letter Speech Poster**	
Year 5 & 6 (UKS2)		**Report Recount Biography Newspaper Essay Non Chronological Report**	**Advertising Letter Speech Campaign**	**Balanced Argument Newspaper Review**

Why this approach?

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to: they're not a distinct type in themselves to be taught in a vacuum. So instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both these text types as texts to inform. With this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught. Therefore, children do not have to scrap everything they learnt and start a completely new purpose: they are able to use their recently taught knowledge to help build on different text types and therefore retain the different aspects of the purpose for writing. This can be valuably seen in success criteria for different text types.

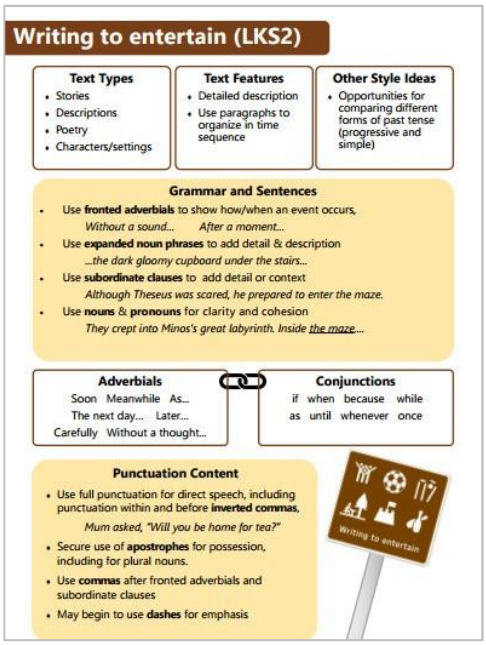


Success Criteria:
When creating writing success criteria, give pupils opportunities to embed their skills by using the grammar and punctuation in a different context. As you can see above, the success criteria for two different persuasive outcomes are very similar. This means that children are able to secure their skills and experience success as previously set targets are still applicable in the next text. With this approach, pupils will begin to develop a deeper understanding of a particular purpose for writing. Less jumping around between different genres and taking time to secure key objectives will help improve outcomes in pupils' work as well as help them retain knowledge and their new learning.

Useful Resources and Reading:

Michael Tidd has created guidance notes that offer some indications of National Curriculum content that might be covered in each section (purpose) including:

- Elements of whole-text ideas;
- Suggestions for sentences and grammar;
- Notes on punctuation to include;
- Some examples of conjunctions and adverbials.



This is a ***key document*** that should be used when planning units of writing.
file:///F:/English%20Coordinator/4-writing-purposes-guidance1.pdf

Copies of this document will be available in the staff room for all staff to see the progression of the different purposes throughout the school.

Rhoda Wilson blogs about the outcomes from using this approach in her Year 5 class:
https://misswilsonsays.wordpress.com/2017/02/11/my-journey-with-mastery-writing-2/

Planning a Genre Unit:

At SPCEDS, Long Term Plans are in place which effectively plan how all aspects of Writing and Reading can help and support each area of both core subjects: planning carefully so that learning links and helps pupils to consolidate and deepen their knowledge and understanding. Long Term Plans include the objectives to be covered over the course of any academic year and include the purpose of the writing to be covered.

Alongside the Long Term Plans a unit plan will be completed for each genre taught and studied, clearly focused on the purpose of the Writing. This overview should show the coverage of writing objectives for the unit as well as linking reading texts to help support specific areas of writing. Year Groups should meet to map out the objectives utilising the focus areas of Collect it, Deconstruct it, Plan it, Construct it, Write it and Edit it, whilst ensuring NC coverage within the planned tasks.

The main purpose of this way of planning will be to ensure learning is linked up and layered to develop fluency with key skills.

Spalding Parish Church of England Day School
Writing Plan 2020/21

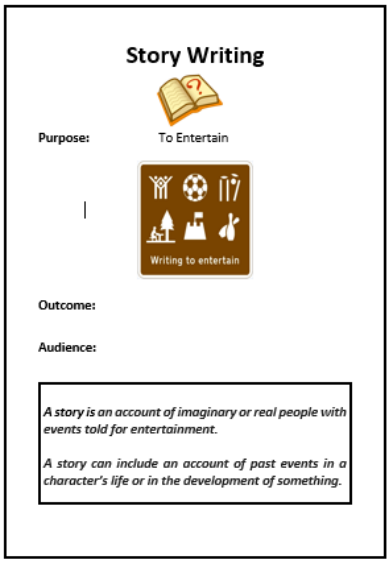
Purpose: **Genre:** **Stimulus:** **Outcome/Audience:**

Date:	Focus	Objective	Task	Resources	Support/Stretch
Session 1	Collect it Deconstruct it Plan it Construct it Write it Edit it				
Evaluation					
Session 2	Collect it Deconstruct it Plan it Construct it Write it Edit it				
Evaluation					
Session 3	Collect it Deconstruct it Plan it Construct it Write it Edit it				
Evaluation					
Session 4	Collect it Deconstruct it Plan it Construct it Write it Edit it				
Evaluation					
Session 5	Collect it Deconstruct it Plan it Construct it Write it Edit it				
Evaluation					

How to teach and present writing at SPCEDS (the learning process):

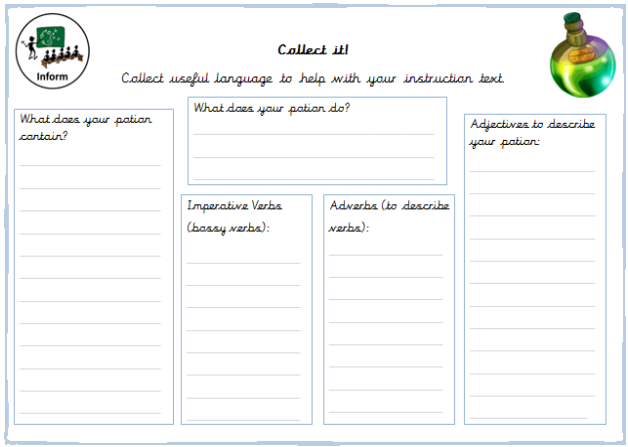
Front Cover:
At the beginning of each new piece of writing, a front cover should be added. It should be bright, eye-catching and clearly show the stimulus for the following writing.
The front cover must include:

- The genre of writing;
- The purpose of the writing;
- The audience;
- A definition of the genre.



This is to ensure that children understand the audience and the purpose of the writing and should be referred to throughout the unit. A collection of these will be available on the staff drive.

Collect It:
The purpose of the ***Collect It*** stage is for children to be equipped with the best possible language to apply in their writing. We want to engage the children in writing through the provision of a range of engaging writing stimuli.

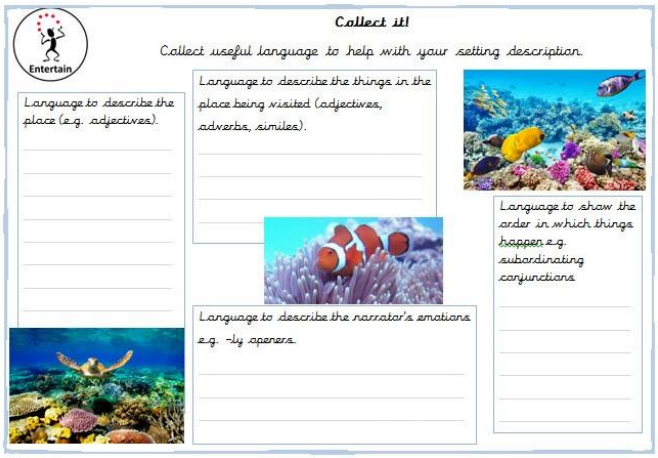


To ensure quality language collection:

- Provide rich experiences to develop ideas and vocabulary to use in writing. This could be in the form of a trip, a visitor, a film or a creative experience.
- All children should have access to **high quality** visuals/objects as well as dictionaries and thesauruses.

  Use photo images instead of line drawings or clipart. Ensure that the **meaning** of visuals provided for EAL learners is **obvious**. This may mean that an image in the context of the genre is accompanied by an image from everyday life in order to convey meaning.

- If children have 'something to say' for a particular purpose, they are more likely to construct sentences that make sense. Children should organise their words and information according to **purpose and function** rather than grammatical categories. This does not mean that we lose the emphasis on grammar. The correct terminology should still be reinforced and referred to at every opportunity. We are placing the emphasis on the function as a means of arriving at the rules.



Any ***Collect It*** in books should:

- Be neat and well presented;
- Show differentiated outcomes linked to grammar;
- Be marked and spellings identified for correction – all spellings must be correct before moving on. Non-negotiable spellings may be marked as ***sp*** for the pupil to correct, however if the incorrect spelling is a new word or topic word, staff members should help the pupil to correct the spelling.

Top Tips:

- Capture photographic evidence of this part of the process for pupil books. Pupils will look back and remember experiences which will help with their writing;
- Use language lines to begin to develop pupils' language from everyday use to the specialised language of the topic.

Deconstruct it:
Before the pupils begin to plan their writing, they should have opportunities to explore age related texts to better understand layout and features etc.

Use of exemplar texts (WAGOLLs) are crucial to the teaching of writing. The level of language should be pitched so it is **slightly ahead** of what the highest achievers can currently write and is, therefore, **challenging but within reach**. The receptive language of EAL children (as well as many with SEND) is often far ahead of their written skills. Therefore, we should not put ceilings on language acquisition by simplifying WAGOLLS. Instead, we should use **scaffolding as a means of access** to the rich language of the WAGOLL.

Plan It:
Once the pupils have been immersed with the language and knowledge of the topic and structures of the text type, they will then plan their own piece of writing. By the end of the 'Plan it' stage, children should have organised their ideas gained from the writing process so far into a cohesive and structured plan ready for writing. This does not have to be a boxed-up plan but must show that the pupil understands the structure, flow and language of their planned piece of writing. The reason pupils plan is to use their plan for writing.

Construct It:
This section of the learning process is to focus on the teaching of new knowledge needed to write their final piece. This will include precision teaching, modelling, relating to the purpose and function of the text as well as focused grammar activities. For example: Year 4 pupils are writing a narrative where they need to use fronted adverbials. In this stage fronted adverbials would be taught. Grammar linked to the genre or purpose should be in the English book so the progression of learning is clear. Any other GPS work is to be undertaken in Grammar books (Phonic books in KS1). The children then may produce some writing or ideas using this skill that they could use in their final piece. Or they may write a different text type to practise the newly taught skill. At this stage, the pupils should be writing their final piece.

Write It:
At this stage the pupils should be ready to write. They will have their plan, WAGOLL, language ideas as well as newly taught skills to help them write. This isn't a free write. This can still be structured with revision all the way through. This process may take up to three days depending on the year group and cohort.

Edit It:
Once the pupils have written their first draft, editing should firstly be taught and practiced, focusing on the Year Group AREs, before them editing their own work. This could be self-editing or peer editing. Writing should be edited with a clear focus on Year Group AREs (the objectives taught and met so far).

Celebrate It:
When the unit has come to an end, pupils may be asked to write their piece up in best. All final pieces will be displayed so this must be best quality. This work will also be used for monitoring purposes as well as moderating and will show a child's progress over the academic year. This may also be a final draft that shows editing.

Cold and Hot Writes:
Cold and Hot writes will not be a requirement when completing a unit of writing.

Teaching Strategies

Modelled Writing
Modelled writing is a specific strategy which allows teachers to explicitly demonstrate the process of writing by 'thinking aloud'. The children listen and observe.

Shared Writing
Shared writing is a specific strategy which allows children to participate in the writing process by contributing ideas and knowledge without the pressure of having to write on their own. This can be either done as whole class or small group with and adult scribing.

Paired Writing
When composing and redrafting, paired writing is a specific strategy, which is embedded in the writing process, allowing children to 'talk the text' and consider the impact on the reader and where necessary redraft and edit their work.

Independent Writing
Independent writing is a specific strategy, which allows children to write independently and experiment with mark making. As they do this they try out the skills and knowledge that they have acquired through modelled and shared experiences.

Guided Writing
Guided writing lessons are targeted, small-group sessions teaching those strategies to a group of students most need to practice, with immediate guidance from the teacher.

Grammar
Grammar is taught so that children understand the effect the choices they make have on meaning and is taught in the context of purposeful talk, reading and writing.

It is expected that grammar will be taught explicitly, in context with further opportunities planned in order that children can apply and practice their learning across the curriculum so that they deepen their conceptual understanding.

Grammar can be taught as a whole lesson or a series of starters depending on the teaching sequence.

Grammar lessons should be active and instructive with varied opportunities for children to apply and demonstrate their learning during guided and independent writing.

Cross-curricular Writing
Children are given opportunities to practise and apply their writing skills across the curriculum. This may be a specific skill e.g. use of headings or bullet point or it may be through an extended task.

Vocabulary enrichment:
We recognise that children at SPCEDS often come to us with underdeveloped vocabulary. Providing an enriched vocabulary environment will be a focus for every teacher so that by the end of the year ambitious vocabulary is being used by pupils at an appropriate level. This ***must*** be achieved through:

- Word of the day;
- Teachers modelling word choices;
- Linear and shades of meaning word lists eg. sad/unhappy, gloomy, miserable, dejected, desolate, devastated;
- Exploring synonyms and antonyms;
- Word chains passed around a group;
- Word mats/banks including topical and technical vocabulary;
- Regular use of thesauri at appropriate stages.

Vocabulary should be high profile on learning walls and other displays and should form a key part of discussions and learning. Definitions of words, origins, examples of use in context and possible alternatives should also be evident.

Classroom Environment:

1. In every classroom a learning wall is displayed. This learning wall should show the purpose for writing, each step of the writing procedure (whether this is class work with the teacher or a good example of work by a pupil) as well as an ARE example of the text type for pupils to refer back to and aim for the same quality.

It is vital that learning walls show not only writing work from specific writing lessons but also spelling, punctuation, grammar, word level and reading work that has helped build the pupils' understanding of the text.

2. As stated previously vocabulary should be a key part of learning walls with some interactivity for pupils to explore new vocabulary.

3. The school's handwriting script must be displayed in all classrooms and any writing that is added to display must be neat, joined and legible to help raise standards across the school.

4. Dictionaries/thesauruses should be freely available to pupils to use independently when needed.

Publishing:

Teachers are the most important role model for presentation and high expectations. All final published writing on display should have joined, legible, consistently formed and neat letters appropriate to their year group. If first or second drafts are displayed this is made clear using a sign to indicate this.

ICT:

Pupils are encouraged to write on paper and on screen and are specifically taught to develop the necessary skills to allow them to do this effectively. As they move through KS2, they are taught the advantages of editing on screen. We recognise that writing is a key skill which is necessary for much of the pupil's learning in ICT itself.

EYFS				
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***	**Terminology***
Introduce: **Planning Tool** –Story map /story mountain **Whole class retelling of story** **Understanding of beginning/ middle / end** **Retell simple 5-part story:** *Once upon a time* *First / Then / Next* *But , So* *Finally,…..happily ever after* **Non-fiction:** **Factual writing closely linked to a story** **Simple factual sentences based around a theme** Names, Labels, Captions Lists, Diagrams, Message	**Introduce:** **Simple sentences** *A simple sentence must include a verb and a noun e.g.* *Joe went to the shop.* **Simple Conjunction:** *And, who, until, but* **Say a sentence, write and read it back to check it makes sense.** Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat*	**Introduce:** **Determiners** *the / a, my, your, an, this, that, his, her, their, some all* **Prepositions:** *Up, down, in, into, out, to onto* **Adjectives** e.g. *old, little, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'	**Introduce:** Finger spaces Full stops Capital letters	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter

YEAR 1 – At the beginning of Year 1 not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.				
Text Structure	**Sentence Construction**	**Word Structure/ Language**	**Punctuation**	**Terminology**
Consolidate **Reception list** **Introduce:** **Fiction:** **Plan opening around** character(s), setting, time of day and type of weather **Understanding -** beginning /middle /end to a story **Understanding -** 5 parts to a story: **Opening** *Once upon a time…* **Build-up** *One day…* **Problem / Dilemma** *Suddenly,../ Unfortunately,…* **Resolution** *Fortunately,…* **Ending** *Finally,….* **Non-fiction:** **Heading** **Introduction** **Middle section(s)** Simple factual sentences around a them Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	**Consolidate Reception list (See Connectives and Sentence Signposts doc.)** **Introduce:** **Types of sentences:** Statements /Questions/Exclamations **Simple Connectives:** *and or but so because so that then that while when where* **Also as openers:** *While… When… Where…* **-'ly' openers** *Fortunately,…Unfortunately, Sadly,…* **Simple sentences** e.g. *I went to the park.* **Embellished simple sentences using adjectives** e.g. The giant had an enormous beard. **Compound sentences using connectives (coordinating conjunctions)** and/or/ but/so e.g. **Complex sentences:** Use of 'who' (relative clause) **Repetition for rhythm** e.g. He walked and he walked and he walked. **Repetition for description** e.g. a lean cat, a mean cat **Write sentences by composing orally before writing it down.**	**Consolidate** **Reception list** **Introduce:** **Prepositions:** *inside outside towards across* **Determiners:** *the a my your an this that his her their some all lots many more those these of* **Adjectives** to describe e.g. *The **old** house… The **huge** elephant…* **Alliteration** e.g. *dangerous dragon* **Similes using as….as…** e.g. *as tall as a house* as red as a radish **Precise, clear language to give information e**.g. *First, switch on the red button. Next, wait for the green light to flash...* **Regular plural noun suffixes** *–s or –es (e.g. dog, dogs; wish, wishes)* **Suffixes that can be added to verbs** *(e.g. helping, helped, helper)* **How the prefix un– changes the meaning of verbs and adjectives** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*	**Consolidate** **Reception list** **Introduce:** Capital Letters: ***Capital letter for names*** ***Capital letter for the personal pronoun I*** Finger spaces Full stops Question marks Exclamation marks Speech bubble Bullet points	**Consolidate:** Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter** Simile – 'like' **Introduce:** **Punctuation** **Question mark** **Exclamation mark*** Speech bubble Bullet points **Singular/ plural** **Adjective** **Verbs** **Conjunction** **Alliteration** **Simile – 'as'**

YEAR 2				
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***	**Terminology***
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools** **Plan opening around character(s), setting, time of day and type of weather** **Understanding 5 parts to a story**: **Opening** **Build-up** **Problem / Dilemma** **Resolution** **Ending** **Write narratives about personal experience and those of others, real events and poetry.** **Non-Fiction** **Introduce:** **Secure use of planning tools:** **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences/sections Use of lists, Bullet points for facts Diagrams **Ending** Make final comment Extra tips Did-you-know? True or false? **The consistent use of present tense versus past tense throughout texts** **Progressive form of past/present tense** e.g. She is drumming. He was shouting.	**Consolidate Year 1 list** **Introduce:** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. Usually, Eventually, Finally, Carefully… Vary openers to sentences **Embellished simple sentences using adjectives and adverbs** **Secure use of compound sentences (Coordination) using connectives:** **Complex sentences (Subordination) using:** Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. **Additional subordinating conjunctions:** what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived. **Use long and short sentences: Expanded noun phrases** List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.	**Consolidate Year 1 list** **Introduce:** **Prepositions:** behind above along before between after **Alliteration** e.g. wicked witch slimy slugs Similes using…like… e.g. … like sizzling sausages …hot like a fire **Two adjectives to describe the noun** e.g. The scary, old woman… Squirrels have long, bushy tails. **Adverbs for description** e.g. Snow fell gently and covered the cottage in the wood. **Adverbs for information** e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. **Generalisers for information,** e.g. Most dogs…. Some cats…. **Formation of nouns using suffixes such as –ness, –er** **Formation of adjectives using suffixes such as –ful, –less** **Use of the suffixes –er and –est to form comparisons of adjectives and adverbs**	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. Fortunately,….Slowly,…. Speech bubbles /speech marks for direct speech Implicitly understand how to change from indirect speech to direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name	**Consolidate Year 1 list** **Introduce:** Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) Adjective / noun Noun phrases Generalisers Subordinating conjunctions

YEAR 3				
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***	**Terminology* Consolidate Y2**
Secure use of planning tools. **Paragraphs to organise ideas.** **Plan opening around character(s), setting etc.** **FICTION**- **Use of** Introduction, Build-up, Problem / Dilemma, Resolution, Ending **NON FICTION** – **Use of** Introduction Develop hook to introduce and tempt reader in e.g. 5Ws and How. **Use of the perfect form of verbs to mark relationships of time and cause** e.*g. I have written it down so I can check what it said.* **Use of present perfect instead of simple past. E.g.** *He has left his hat behind,* as opposed to *He left his hat behind.* **Draft, write, evaluate and edit.**	**Vary long and short sentences** **Adverb starters to add detail** e.*g. Carefully, she crawled along the floor of the cave….* **Fronted adverbials to show where, when or how.** *E.g. A few days ago, we discovered a box*. **Prepositional phrases to place the action** e.g. *on the mat;* **Compound sentences using coordinating conjunctions** *e.g. and/ or / but / so / for /nor / yet* **Complex sentences with range of subordinating conjunctions** *e.g. even though, whereas* **-'ing' clauses as starters** *e.g. Sighing, the boy finished.* **Drop in a relative clause using: who/whom/which/whose/ that** *e.g. The girl, whom I remember, had long black hair.* **Sentence of 3 for description** *e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* **Pattern of 3 for persuasion** *e.g.* *Visit, Swim, Enjoy!* **Dialogue –powerful speech verb** *e.g. "Hello," she whispered.*	**Prepositions** *e.g. Next to by the side of* **Powerful verbs** *e.g. stare, tremble,* **Boastful Language** *e.g. magnificent, unbelievable* **Specific / technical vocabulary to add detail Nouns formed from prefixes** *e.g. auto… super…anti…* **Word Families based on common *words*** *e.g. teacher –teach, beauty – beautiful* **Use of determiners a or an according to whether next word begins with a vowel** *e.g. a rock, an open box* **Present perfect form of verbs** *He has left his hat behind,* as opposed to *He left his hat behind.*	**Colon before a list** *e.g. What you need:* **Ellipses to keep the reader hanging on**… **Secure use of inverted commas for direct speech** *e.g. ''I like Literacy,'' said James.* **Use of commas after fronted adverbials** *e.g. Later that day, I heard the bad news.*	**Word family** *e.g. real, reality, really* **Conjunction** *e.g. and, so* **Adverb** *e.g. slowly, quickly* **Preposition** *e.g. beside, before, after* **Direct speech- Inverted commas** *e.g. '' It is cold outside,'' said Ben.* **Prefix** *e.g. un-happy* **Consonant/Vowel** **Clause** *A clause must contain a subject and a verb* **Subordinate clause** *needs to be attached to a main clause, it **cannot make sense on its own*** **Determiner** *e.g. many, a, an* **Relative clause** *e.g. That's the girl who lives near school* **Relative pronoun e.g.** who, whoever, whom, whomever, that, which, when, where, and whose **Imperative** *– Bossy verbs* **Colon for instructions**

YEAR 4				
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***	**Terminology* Consolidate Y3**
Secure use of planning tools. **Paragraphs to organise ideas** **Plan opening around character(s), setting etc.** **FICTION**- *Use of Introduction, Build-up, Problem / Dilemma, Resolution, Ending. Clear distinction between resolution and ending. Use of reflection of characters.* **Use of headings and subheadings, bullet points, diagrams** **Appropriate choice of pronoun or noun across sentences to aid cohesion**	**Start with a simile** *e.g. As curved as a ball* **Secure use of compound sentences using coordinating conjunction** and / or / but / so / for **Develop complex sentences** -*Main and subordinate clauses with range of subordinating conjunctions.* **-'ed' clauses as starters** *e.g. Frightened, Tom ran straight home* **Expanded -'ing' clauses as starters** *e.g. Grinning menacingly, he slipped the treasure into his rucksack.* **Drop in –'ing' clause** *e.g. Jane, laughing at the teacher, fell off her chair.* **Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition**	***Prepositions*** *e.g. at underneath since towards* **Conditionals** e.g. *could, should, would* **Comparative and superlative adjectives** *e.g. small…smaller…smallest good…better…best* **Proper nouns refers to a particular person or thing** *e.g. Monday, Jessica, October, England* **The grammatical difference between plural and possessive –s** **Standard English forms for verb inflections instead of local spoken forms** *e.g. we were instead of we was, or I did instead of I done*	**Commas to mark clauses and to mark off fronted adverbials** *e.g. as the sun rose, she walked to school.* **Full punctuation for direct speech:** *Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!* **Apostrophes to mark singular and plural possession** *e.g. the girl's name, the boys' boots as opposed to s to mark a plural*	**Pronoun** *e.g. he, she, it* **Possessive pronoun** *e.g. his, hers, ours* **Adverbial** – *word or phrase that describes an action* **Fronted adverbial** – *An adverbial that comes at the beginning of a sentence*. **Apostrophe – plural possession** *e.g. The girls' hat* **Cohesion – connecting writing through paragraphs and linking back.**

Year 5			
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***
Consolidate Year 4 list **Introduce:** **Secure independent use of planning tools** Story mountain /grids/flow diagrams **Plan opening using:** Description /action/dialogue **Paragraphs:** Vary connectives, build cohesion into paragraph Use change of place, time and action to link ideas across paragraphs. Describe settings/character/atmosphere using expanded noun phrases to convey information concisely. **Use 5 part story structure :** **Introduction** **Build** **Problem / Dilemma** **Resolution** **Ending** Non-Fiction Introduce: Independent planning across all genres and application Use range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs. Use variety of ways to open texts and draw reader in. Make the purpose clear and identify the audience. Link ideas within and across paragraphs. Use full range of connectives and signposts. Use rhetorical questions. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	**Consolidate Year 4 list** **Introduce:** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **Expanded –ed clauses as starters** e.g. **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move.* *Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.* *Lengthening or shortening sentence for meaning and /or effect* *Use rhetorical questions* *Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.* *Use modal verbs (might, should, will, must) or adverbs (perhaps, surely)*	**Consolidate Year 4 list** **Introduce:** **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify)* **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)*	**Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**
		Terminology* **Consolidate Previous Lists** Rhetorical question – a question which doesn't require an answer. Modal verb – degrees of possibility e.g. might, must, could, should Parenthesis – information separated from the rest of the sentence e.g. He finally answered (after taking 5 minutes to think) that he didn't understand the question. Bracket- dash – used to separate information in a sentence. To draw attention to the additional phrase use dashes, to be more subtle, use brackets. Ambiguity – when there is no cohesion or meaning is not clear Metaphor – The dragon's eye was an amethyst in a dark cave. Personification e.g. The flowers danced in the gentle breeze. Onomatopoeia e.g. crash, bang, splash Tense: present and past progressive – verbs ending with 'ing'	

Year 6			
Text Structure	**Sentence Construction**	**Word Structure / Language**	**Punctuation***
Consolidate Year 5 list **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Integrate dialogue to advance the action. Start story at any point of the 5 part structure Maintain plot working from plan **Paragraphs –**Securely link ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across non-fiction genres Use a variety of text layouts appropriate for purpose Use range of techniques to involve the reader Express balanced coverage of a topic Conclude texts appropriately Appropriately use formal and informal writing Choose publishing format to enhance text type Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) Layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text	**Consolidate Year 5 list** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: (Subordination)** **Main and subordinate clauses** **Active and passive verbs** **Developed use of rhetorical questions for persuasion** **Expanded noun phrases to convey complicated information concisely** **Clear difference between informal speech and formal speech in writing.**	**Consolidate Year 5 list** Alliteration, onomatopoeia, similes, metaphors used for effect. The difference between vocabulary typical of informal or formal speech.	**Consolidate Year 5 list** Semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Colon to introduce a list and semi-colons within lists. **Punctuation** of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)
		Terminology* Consolidate Previous Lists Introduce: Indirect/reported speech e.g. Bill told him to stop. Progressive present perfect e.g. It has been snowing all month. Progressive past perfect e.g. It had been snowing for 2 days before it stopped. Active voice e.g. I wrote a letter. Passive voice e.g. A letter was written by me. Subject e.g. the thing that is doing it and the object is being done to e.g. The dog chased the ball. Hyphen – changes the meaning of words e.g. man eating shark and man-eating shark. Synonym – a different word with the same meaning Antonym – a different word with the opposite meaning Colon – used to introduce something that follows to add detail e.g. She kep repeating: I really want that car.	