

Teaching Writing at Drybrook Primary School



Overview:

Over a long term in KS1 the children will experience three teaching sequences. The stimulus for these sequences (non-fiction, fiction and poetry).

Over a long term in KS2 the children will experience three teaching sequences. The stimulus for these teaching sequences (non-fiction, fiction and poetry) including a range of chapter books and picture books.

How to plan:

Yearly Overviews

- Look at yearly coverage for your year group. This can be found on the shared drive –23-24– Staff Subjects – English– writing – Planning- Yearly Overviews – then by year group. Text and units should be planned out for the whole academic year.
- Look at the writing progression document to see the skill and knowledge progression in English (also in the writing folder)



Drybrook Primary and Nursery School – Writing Progression



Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative/Story telling	Language Sentences CL full stops structure and notes	Language Expanded noun phrases Past tense structure and notes Beginning/ middle/ end	Language Time adverbials Inverted commas around spoken word Appropriate reporting clause structure and notes	Language Fronted adverbials BNP Direct Speech Participle clauses (-ing first) structure and notes Paragraphs Compound/complex sentence Beginning /Build up/ problem/ resolution	Language Adverbs in reporting clauses Prepositional phrases in reporting clauses Relative clauses Parenthesis Fronted subordinate clauses structure and notes Coherent plot Describe characters Describe settings	Language Passive voice to add intrigue or show helplessness. Use dialogue to advance action or show character. structure and notes Build atmosphere
Recount	Language structure and notes	Language Time adverbials Past tense Chronological order 1st/3rd person structure and notes	Language structure and notes Introductory paragraph to set the scene.	Language Time adverbials within paragraphs Prepositions Paragraphs structure and notes Chronological order	Language Relative clauses structure and notes	Language structure and notes Past perfect to establish back story
Diary		Language Time adverbials Past tense Present perfect Chronological order 1st person	Language Present perfect structure and notes Dear Diary Opening sentences using present perfect	Language Rhetorical questions Emotions, thoughts, feelings Informal language – contractions / slang structure and notes	Language Modal verbs Parenthesis structure and notes Closing sentence present tense	Language Reported speech structure and notes

Planning

As part of the yearly overview, grammar objectives have been selected for each unit. This is to ensure that suitable grammar objectives are in line with the genre as outlined in the skills progression document. Below is a small example. This is not rigid and may be altered to better suit a genre. Teachers should ensure that they are familiar with their year groups expectations by looking at their assessment overviews.

Year 1 and 2				
Text types for the term:	Term:	Genre type:	Grammar targets:	
			Year 1:	Year 2:
 Supertato The little red elf	1	Fiction Narrative. Character description.	T1 Demarcate most sentences using a capital letter and full stop.*	T1 Use full stops and capital letters consistently.*
		Non-Fiction Explanation- Supertato's new super outfit.	T2 Use the names of people, places and things	T3 Use commas in a list.
 The Little Red Elf	2	Narrative Instructions- new toy	T3 Join words using 'and'. T4 Use 'and' to join simple sentences.	T2 Add -er, -est, -ing and -ed when there is no change in spelling of the root word. T4 Use co-ordination (and, or, but, so) *
			T5 Identify proper nouns	T5 Use simple expanded noun phrases to describe and specify

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- At the start of a new unit, teachers will complete the medium term planning sheet as shown below.

Term:		Date:		Year:		Teacher:		Topic:	
Framework Objectives-				Grammar/punctuation		Spelling Focus			
Phase 1				Focus		Spelling Lesson			
Grammar Lesson Focus:				(warm ups, grammar lessons)		(warm ups, spelling lessons)			
Short Burst Writing Task:				<u>Taught grammar focus:</u>					
Phase 2				<u>Revisited grammar used in starters:</u>					
Grammar Lesson Focus:									
Short Burst Writing Task :									
Phase 3				Targets		Goldilocks words			
End of Unit Outcome:									
Groups									
Guided Groups									

- Complete learning intentions broken down for each day for the whole unit and identify learning opportunities to ensure coverage of these learning intentions.
- Planning is divided into three sections 'phases'. Below are the KS1 and 2 narrative phases:

<p>KS1 narrative</p> <p>Phase 1:</p> <ul style="list-style-type: none"> Big opening (i.e scattering foot prints- bring the story alive) Use this lesson to begin a class word bank Immersion in text/ book talk (predictions from cover, blurb) The chance to freely discuss and explain their predictions and why Talk 4 writing- rehearse story/ story mapping Grammar (Try and Use) Short burst writing (Prove) Technical editing Additional 'book talk' sessions as well as comprehension lessons added as and when needed- this is down to teacher discretion <p>Phase 2:</p> <ul style="list-style-type: none"> Drama activities (getting to know characters, role on the wall, hot seating, freeze frames etc) Innovate story map Orally rehearse story Grammar (Try and use) Short burst writing (Prove) Technical editing <p>Phase 3:</p> <p>Prove it week: Your final unit outcome should enable the children to prove that they can use the grammar outcomes you taught in the previous weeks.</p> <ul style="list-style-type: none"> Modelled/shared writing Writing story Author Edit writing Re draft 	<p>KS2- narrative</p> <p>Phase 1:</p> <ul style="list-style-type: none"> Big opening Immersion in text/ book talk (predictions from cover, blurb) The chance to freely discuss and explain their predictions and why Drama- role on the wall, freeze frames, hot seating Grammar (try and use) Short burst writing (use and prove) Technical editing <p>Phase 2:</p> <ul style="list-style-type: none"> Identify language / genre features Making innovations (changing a key character, the setting etc) Plan and orally rehearse Grammar (try and use) Short burst writing (use and prove) Technical editing <p>Phase 3</p> <p>Prove it week: Your final unit outcome should enable the children to prove that they can use the grammar outcomes you taught in the previous weeks.</p> <ul style="list-style-type: none"> Modelled/shared writing Writing story Author editing Re- drafting
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Non-fiction phases:

KS1- non- fiction

Phase 1:

- Big opening -Use this lesson to begin a class word bank- share model of excellence (final outcome written by teacher)
- Immersion in text/ book talk- mark main features (choose 4-6)
- Grammar (Try and Use)
- Short burst writing (Prove)
- Technical edit
- Research linked to content of text (e.g researching facts on bones for a non chron report)

Phase 2:

- Language typical to text type
- Plan using flow chart/boxing up
- Grammar (Try and use)
- Technical edit
- Short burst writing (Prove)

Phase 3:

Prove it week: Your final unit outcome should enable the children to prove that they can use the grammar outcomes you taught in the previous weeks.

- Modelled/shared writing
- Writing story
- Author editing writing
- Redraft

KS2- Non fiction

Phase 1:

- Big opening- share model of excellence, create word bank
- Immersion in text types e.g exploring different non chron reports and their features (6-8 features)
- Carrying out research for topic of writing piece
- Grammar (try and use)
- Technical editing
- Short burst writing (use and prove)

Phase 2

- Language typical to text type
- Plan using boxing up/ flow chart and orally rehearse
- Grammar
- Short burst
- Technical editing

Phase 3:

Prove it week: Your final unit outcome should enable the children to prove that they can use the grammar outcomes you taught in the previous weeks.

- Modelled/shared writing
- Writing non fiction
- Author editing writing
- Re draft writing

Poetry phases:

Poetry

Phase 1:

- -Big opening- communal or pair reciting of poem
- -Book talk analyse- what is the subject of the poem (in KS1 this could be drawing what the poem is about and surrounding it with images, in KS2 this might look like writing a paragraph explaining what the poem is about and their opinion of it.)
- Grammar (try and use)
- Short burst writing (use and prove)
- Technical edit

Phase 2:

- Identify language / genre features
- Plan and orally rehearse
- Grammar (try and use)
- Short burst writing (use and prove)
- Technical edit

Phase 3:

Prove it week: Your final unit outcome should enable the children to prove that they can use the grammar outcomes you taught in the previous weeks.

- Modelled/shared writing
- Writing poem
- Author editing writing
- Re- drafting

- Teachers use these phases to help sequence lessons but these are not a rigid structure. Teachers should ensure that lessons are sequenced within the phases appropriately for their class.
- Plan weekly opportunities for 'short burst' writing tasks. This should follow a grammar lesson to allow children to 'prove' they can use grammar skills. The unit should be planned to lead up to a 'big write' where the children can display all the skills learnt within the unit.

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Editing stations:

- Within each unit of writing we have dedicated editing sessions. These are divided into 2 types of editing:

Technical editing- the teaching of a specific elements of grammar, punctuation, vocab and spelling.

Author editing- the editing of part of a piece looking to improve overall effect/ tone. 'Writers voice'

- Within each of the phases, technical editing sessions and author editing sessions should be planned and efficiently taught to ensure that children have the opportunity to edit and improve their work (look at phases to see where these should be taught.)



- During a technical edit, identify a specific area that the children need to improve (punctuation, spelling, grammar, vocabulary) display the editing station below that you are focusing on and follow the editing process:

Technical editing stations



I do: Have a preselected piece with specific aims to edit for example checking only for capitals and ending punctuation.

1. We do: Provide guided practice in small groups using pre- selected texts with errors.
2. We do: Partner children for collaborative practice.
3. You do: Children practice independently applying editing techniques to their own writing or a peers.

Learning Intention (WALT)

- Learning intentions should be skills led and taken from the curriculum objectives and turned into child friendly language, often starting with 'to be able to'.
- The objective is taken from the medium term plan for example:
Year 2 objective - Expanded noun phrases to describe and specify [for example, the blue butterfly]
Becomes – **WALT: use expanded noun phrases.**
- The learning intention needs to focus on the skill and not the context for example:
NOT - WALT: use expanded noun phrases to describe characters in The Three Billy Goats Gruff.

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Step to Success (WILF)

- A sequence of steps that enable the children to be successful in achieving the learning objective.
- Where possible, create steps to success with the children. These could be written on the IWB, stuck into English books or written into English books.
- Sometimes, particularly lower down the school, the teacher will have prepared the Steps to Success and share them with the children. Ideally these will be created with the children so they have ownership. In year 1 this may be done using visual prompts for the children.
- STS referred to at the end of the lesson for children to self-assess against using successful learning (BPR)

Shared Writing Model

Rationale:

This four-part writing model, adapted from Hartley, M. 2013 *The Art of Teaching Writing*, helps to teach pupils how to write, and involves a gradual transition from teacher instruction to independent writing.

<u>Part 1 – Teacher Demonstration</u> Teacher writes approximately three sentences independently to begin a piece of writing.	Teacher composes and writes in front of the pupils. <ul style="list-style-type: none">• Teacher composes aloud, demonstrating oral rehearsal• Teacher ‘weighs-up’ different alternatives (has these prepared if necessary) and explains choices/decisions made• Teacher re-reads & considers possible changes, audibly• Corrections and amendments may be added to demonstrate essential teaching point: writers reflect, check and sometimes make changes.
<u>Part 2 – Teacher Scribing</u> The teacher writes down selected contributions made by the pupils. This is time efficient: it’s the pupils’ ideas, but the teacher gets them written down quickly	After rereading the text together, the teacher asks pupils to discuss what might come next. They orally compose subsequent text, discussing possibilities in pairs. The teacher scribes an example, following joint discussion about the merits of different alternatives. <ul style="list-style-type: none">• Teacher may start a sentence for the pupils to finish• Discussion is had between the pupils and the teacher before writing words and phrases, and possible adaptations• Teacher scribes one (or more) of the examples produced by the pair• Teacher refocuses the pupils on the objective
<u>Part 3 – Supported Composition</u> It shifts from the teacher doing the writing, to the pupils. Paired work ensures that all pupils are actively involved in composing. Pupils can all learn from each other.	Reread the text together (in unison) – from the start – aloud. Pupils continue by writing the next section (could be one sentence or more) on their whiteboards. This is usually done with a partner. <ul style="list-style-type: none">• Teacher sets clear parameters for the writing and limits the amount• If working in pairs, pupils discuss ideas & follow same process as modelled by teacher in Part 1.• During this time, teacher will provide feedback to selected pupils• Pupils make immediate contributions• Teacher responds & has the option of pulling out the main points for the class to make clear how the quality of the writing has improved
<u>Part 4 – Independent writing</u>	Pupils are ready to engage in independent writing. They may wish to use what has been produced together so far and then continue.

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	<ul style="list-style-type: none"> Pupils working at the 'Greater Depth' standard (GDS) and the 'Expected' standard (EXS) now have plenty of ideas to use in their own writing <p>Pupils 'Working below' the expected standard may require further teacher input and the teacher has the option of staying with this group and extending the use of the three-part process. Alternatively a TA could work in this role. The teacher might decide that the pupils would benefit from working in mixed-ability pairs, with more confident/able writers supporting those less confident/able.</p>
The teacher's role in the shared writing process:	<ul style="list-style-type: none"> Demonstrate the way writers behave Act as a scribe Develop & refine ideas, modelling the drafting process Model reading back over what has been written to check for accuracy and consider possible amendments Work at a level <i>beyond</i> the pupils' independent writing ability Create time for the pupils to be involved in and concentrate on the composition – not copying whole passages from the board (especially in Part 2) <p>Establish a culture of analysis through discussion; pupils will learn to appreciate why one word, phrase, or sentence is better/ more superior/ more intense/ more effective/ better suited etc. than another</p>
Key features of shared writing	<ul style="list-style-type: none"> Agree the audience & purpose of the writing Determine the structure, grammatical & key characteristic features, and content Use specific 'limited' objectives - decontextualized Use oral rehearsal – rehearsing sentences before writing them down to give insight into how to compose whole sentences and not just words or phrases Encourage to embed the automatic use of basic elements, such as capital letters and full stops Constantly and together with the children, orally re-read to gain a flow from one sentence to the next, and to also check for improvements or mistakes Explain why one decision is preferable to another Teach a well-paced lesson to ensure pupils' attention is not lost Check for misconceptions and deal with them then and there Occasionally make deliberate errors that highlight common problems

Guided Writing Model

Rationale:

This writing model, taken from Hartley, M. 2013 *The Art of Teaching Writing*, is usually used after the shared writing section of a lesson is complete, and when pupils have been asked to work on a section of writing independently.

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The teacher's role in the shared writing process:	<ul style="list-style-type: none"> • Remains sitting at a table with a group of up to six pupils • Has a whiteboard & pen to hand • Offers advice and supports one group of writers as they are composing • Offers constructive oral feedback to individuals • Poses questions to individuals designed to help them make improvements, or self-correct • Addresses misconceptions as and when they arise – in 'real time' • Stops the group to make generic teaching points when required • Teaches specific writing techniques at the table, by modelling examples • Teaches punctuation and spelling issues as they arise • Uses examples of what the pupils write, facilitating a collaborative exploration of ideas designed to improve the quality of the writing
Key features of shared writing	<ul style="list-style-type: none"> • Non-guided writing group pupils are expected to work independently at this time • Other adults are deployed to work, in the same way as the teacher, with other groups of pupils • Non-guided writing group pupils are assigned writing partners to ensure under-confident pupils have support available to them • Non-guided writing pupils do not interrupt the teacher • Guided writing groups are rotated over the course of the week so that every pupil is offered equal support

It is important to note that reflective teachers will self-regulate their own behaviour in the classroom: they are able to identify when they are merely 'keeping the learning going' and when they are actively teaching. If teachers find themselves 'facilitating', rather than teaching, they should amend their behaviour accordingly.

Short burst writing template:

Short burst write		
WALT:		
WILF What I'm Looking For	Me Tick/dot ✓/✓ ✓ *	Teacher Tick/dot ✓/✓ ✓ *
www		
Even better if		

- Success criteria is added under WILF. At the end of writing sessions children self-assess whether they have included these things. A dot for not included, one tick for some and 2 ticks for fully achieved. Teachers then mark the work using the same code as well as adding a 'what worked well' and an 'Even better if'. The 'EBI' then becomes the child's target for their next piece of writing. Ensure that there is time given at the beginning of the next session for children to read the comments (time in the session for the teacher/ta to read the comment to the child in KS1).

Big write template:

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Big write: WALT:		
WILF What I'm Looking For	Me Tick/dot ✓/✓ ✓/✓ *	Teacher Tick/dot ✓/✓ ✓/✓ *
Have I met my writing target?		

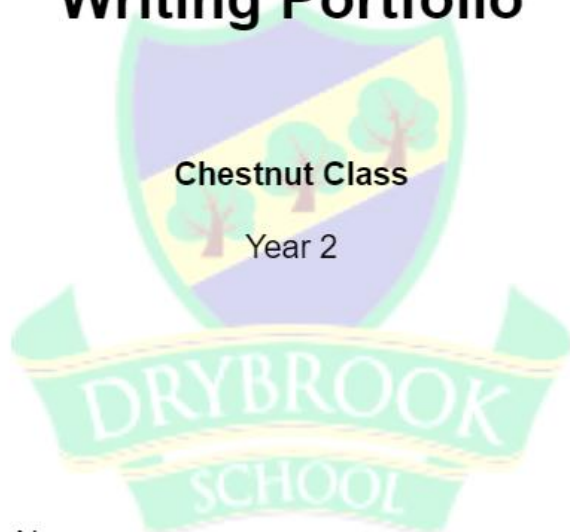
- Success criteria added under WILF. At beginning of big write session make sure children look back at their target from previous short burst.

- Success criteria like the example above should be used for short bursts and big writes to allow children to assess their own writing before the teacher does.

Publishing:

As a final step in our writing phases we allow the children time to publish their last draft into 'portfolio folders'. This allows the children to have a best copy which will follow them into the next year group.

Writing Portfolio



Writing portfolio covers: Shared drive- 21-22-assessmen-
writing- front covers

Name _____

- All learning must be dated (long date) on the top left-hand side and underlined with a ruler.
- After missing a line, the 'WALT' should be written and underlined or printed.
- Steps to Success should be stuck underneath the WALT where and when appropriate.

Spellings:

- An overview for each year groups spelling expectations can be found on the shared area.
- We follow the spelling shed scheme of learning.
- Each teacher should be provided with a spelling shed login and assigned their class.

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- An overview of the year groups is displayed on the home page. Each 'stage' represents the year group:



- An overview for each year groups spelling expectations are found once you click on the stage:

1. The 'ow' sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	20. The 'i' sound spelled 'ai' at the end of words.
2. The 'u' sound spelled 'ou'. This digraph is only found in the middle of words.	21. Adding the suffix '-ly' when the root word ends in '-ai' then the '-ai' is changed to '-ly'.
3. Spelling Rule: The 'i' sound spelled with a 'y'.	22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'.
4. Words with endings that sound like 'ish' as in measure are always spelled with 'i'.	23. Adding the suffix '-ly'. Words which do not follow the rules.
5. Words with endings that sound like 'ish' as in measure are always spelled with 'i'.	24. Challenge Words
6. Challenge words	25. Words ending in '-ai' when the root word ends in 'ish'.
7. Words with the prefix 're-' 're' means 'again' or 'back'.	26. Words with the 'ai' sound spelled 'ai'. These words have their origins in the Greek language.
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagrees.	27. Words ending with the 'ai' sound spelled '-que' and the 'ai' sound spelled '-que'. These words are French in origin.
9. The prefix 'mis-' This is another prefix with negative meanings.	28. Words with the 'ai' sound spelled 'ai' which is Latin in its origin.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	30. Challenge Words
12. Challenge words	31. The suffix '-sion' pronounced 'shun'.
13. The long vowel 'ai' sound spelled 'ai'.	32. Revision - spelling rules we have learned in Stage 3.
14. The long 'ai' vowel sound spelled 'ai'.	33. Revision - spelling rules we have learned in Stage 3.
15. The long 'ai' vowel sound spelled 'ai'.	34. Revision - spelling rules we have learned in Stage 3.
16. Adding the suffix '-ly'. Adding the '-ly' suffix to an adjective turns it into an adverb.	35. Revision - spelling rules we have learned in Stage 3.
17. Homophones - words which have the same pronunciation but different meanings and/or spellings.	36. Revision - spelling rules we have learned in Stage 3.
18. Challenge Words	
19. The 'i' sound spelled 'ai' at the end of words.	

- Lesson plans are power points are here ready to use.
- Teachers should follow the sequence as displayed on the site.
- Pupils should be given a log to spelling shed to practice at home.
- In class spelling tests should be carried out weekly (every Friday?) to allow teacher assessment.
- NFER spelling assessments should be carried out termly and results recorded on Insight.
- Each week, a new spelling pattern should be introduced or revisited (during one 'reading' session or afternoon session)
- Taught spelling patterns should be recorded onto medium term planning sheet.
- Spelling misconceptions and frequent errors within classes should be addressed within lesson starters/ explicit lessons where appropriate.

Spelling Example:

Stage: 1	Words ending with the R, N, L, I, J, Z or N sound in English almost always have double consonant.
List: 1	
Spellings	Introduction
puff	Words ending with the R, N, L, I, J, Z or N sound in English almost always have double consonant. This week's words are shown in random order. Sound the words out and count the sounds. Ask the children if they can see a pattern with the last sound. Discuss that the R sound is usually written as "ck".
fluff	Main Teaching Activity
bell	Read the sentence for each word and ask children for the word and spelling to reinforce the double-consonant rule.
doll	Independent Activity
grass	Ask the children to choose one of their words to complete the two sentences. Then ask them to choose three more words and write their own sentences. Work in pairs or with support if necessary. Share sentences and spellings with the class.
kiss	
buzz	
fizz	
clock	
back	

Stage: 1 Words ending with the R, N, L, I, J, Z or N sound in English almost always have double consonant.

List: 1

Name: _____

puff

clock

grass

bell

buzz

back

fluff

fizz

doll

kiss

A _____ of smoke came from the train.

Grammar and Punctuation:

- Within each phase (each week)/ (dependent on the year group and complexity of skill being introduced) a grammar rule and/or punctuation mark should be introduced or revisited.
- After teaching the skill (sometimes in isolated lessons or where appropriate within the unit context), opportunities should be planned for children to embed the skill in all areas of writing this will be shown in short burst writing and big write opportunities.
- When teaching a new grammar or punctuation rule, a 'Write it, Twist it, Deepen it' approach should be used in the lesson to fully embed the skill and deepen children's ability to use it.
- The 'ARE Grammar overview' for each year group should be used to inform age-appropriate planning coverage

Working wall:

- Every classroom should display an English working wall where the learning journey, including key learning intentions, for the unit of work is clearly displayed. The working wall should be split into the 3 phases as we teach it.
- As the children work on the steps along the journey examples should be added so the children can see examples of how to be successful and use it as a reference point when working independently.
- Grammar rules, spelling patterns and vocabulary for the unit should be displayed on the English working wall to support independent learning and display advanced vocabulary.
- Common spelling errors should be displayed and used as a working document to address common misconceptions personalised to your class as and when they occur.
- Year group non-negotiables must be displayed on the English working wall with an annotated example.

Target time (morning activities):

- Where needed, opportunities to 'Close the Gap' can be made at the start/end of the day. This should include short targeted activities designed to hone grammar, punctuation and spelling skills particularly.

Non-Negotiables

- Non-negotiables will be established in each year group and displayed on working walls as well as on the first page of a child's English book at the start of the new academic year.
- If children do not use the non-negotiables in their writing, it must be addressed immediately on a 1:1 basis.

Assessment

Writing (Year1 to Year 6)

The children's assessed pieces of writing are stored in their portfolio folders which should be compiled so...

- **The most current piece of writing evidence is at the front.** Very first piece of writing should be at the back.
- Writing pieces should be in order eg. autumn, spring, summer

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- **Four pieces** of writing evidence is required each term big term
- Once writing has been collected teachers should photograph each piece and upload to the assessment folder on the drive. For each year group folders should be made to store each child's writing. This writing is then easily stored for their primary years.
- There is an excel spreadsheet outlining the expectations for a working towards, expected and greater depth child for each year group per big term.
- For those children working below teachers should use the appropriate spreadsheet for which level the child is working at.
- Once writing is uploaded, hyperlinks should be made from the excel spreadsheet to the folder.
- A number should be typed into each objective to show where the child is working. 2= Achieved, 1= Some evidence, blank= not achieved.
- Each set of statements is for what the child should be showing at that Assessment Point. Obviously, teacher judgement applies if they tick 9/10 statements etc.

E.G:

Autumn		Spring		Summer	
Objectives	Achieved	Objectives	Achieved	Objectives	Achieved
WTS		WTS		WTS	
• can compose a simple sentence independently		• understand the past and present tense, inconsistent use		• can spell the first 100 high frequency words	
• can form letters correctly with ascenders and descenders, not yet joined		• understand what a noun, verb and adverb is		• understand the past and present tense	
• understand what a noun and verb is		• can compose a simple sentence independently		• understand what a noun, verb and adverb is	
• use coordinating and subordinating conjunctions		• can form letters correctly with ascenders and descenders, not yet joined		• using some coordinating and subordinating conjunctions	
• applying GPCs and PFW at Phase 1 or below		• applying GPCs and PFW at Phase 1 or below		• can compose a simple sentence independently	
• starting to use headings and subheadings as a structure		• starting to use headings and subheadings as a structure		• can form letters correctly with ascenders and descenders, some may be joined	
• use simple conjunctions 'and' 'because' 'so'		• use simple conjunctions 'and' 'because' 'so'		• applying GPCs and PFW at Phase 1 or below	
• mostly accurate full stops and capital letters				• starting to group information into paragraphs when changing place, time or character	
EXS		EXS		EXS	
• applying GPCs to apply phase 6		• to apply phase 6 taught GPCs and PFW using this to spell		• to apply phase 6 taught GPCs and PFW for taught using this to spell	
• application of taught spelling patterns		• continued application of taught spelling patterns		• continued and confident application of taught spelling patterns	
• start to understand how to express time place and cause using conjunctions (when, before, after, so, because, while)		• express time place and cause using conjunctions (when, before, after, so, because, while)		• express time place and cause using conjunctions (when, before, after, so, because, while)	
• understand what a noun, verb and adverb is		• use 'a' and 'an' correctly		• use 'a' and 'an' correctly	
• can orally compose a sentence using new vocabulary		• use headings and subheadings for non-fiction writing		• group information by headings and subheadings for non-fiction writing	
• headings and subheadings for non-fiction writing		• begin to use adverbs to express time, place and cause (then, next, soon, therefore)		• use adverbs to express time, place and cause (then, next, soon, therefore)	
• begin to understand the use of prepositions (not yet using a range)		• begin to use prepositions to express time, place and cause (before, after, during, because of)		• use prepositions to express time, place and cause (before, after, during, because of)	
• can sequence narratives to write based on a modelled structure		• begin to use paragraphs to group by subject, time or place		• use paragraphs to group by subject, time or place	
• starting to use the present and past tense correctly for a task		• compose a sentence using new vocabulary and grammar focus		• compose a sentence using new vocabulary and grammar focus	
• can spell some commonly misspelled words (from year 3/4 word list)		• starting to understand the present perfect form of verbs in contrast to past tense verbs		• use the present perfect form of verbs in contrast to past tense verbs	
• beginning to join letters with diagonal joins		• use inverted commas around spoken word (without accurate of punctuation or reporting work)		• to use perfect (super+anti+adverb)	
• demonstrate sentences with full stops and use capital letters		• understand what a clause and subordinating clause is		• understand what a clause and subordinating clause is	
GDS		GDS		GDS	
• Use paragraphs to group writing by subject, time or place		• beginning to join letters with diagonal joins		• beginning to join letters with diagonal joins	
• can sequence narratives while not being overly reliant on a modelled structure		• suggesting small improvements and edits to grammar and language		• use inverted commas around spoken word with correct use of reporting verbs and starting to use other punctuation	
		• use the progressive approach to words with regular patterns		• suggesting improvements and edits to some grammar and language	

- Please be aware to include a range of text type evidence over the course of the year.
- Year 2 and Year 6 are slightly different and they are aware of the range of writing they need to collect for SATS moderation etc.