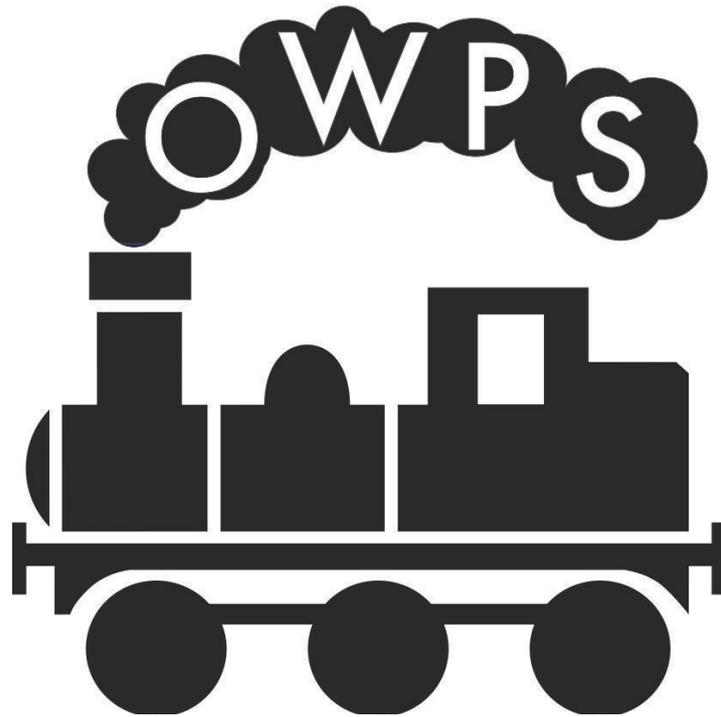


Orton Wistow Primary School

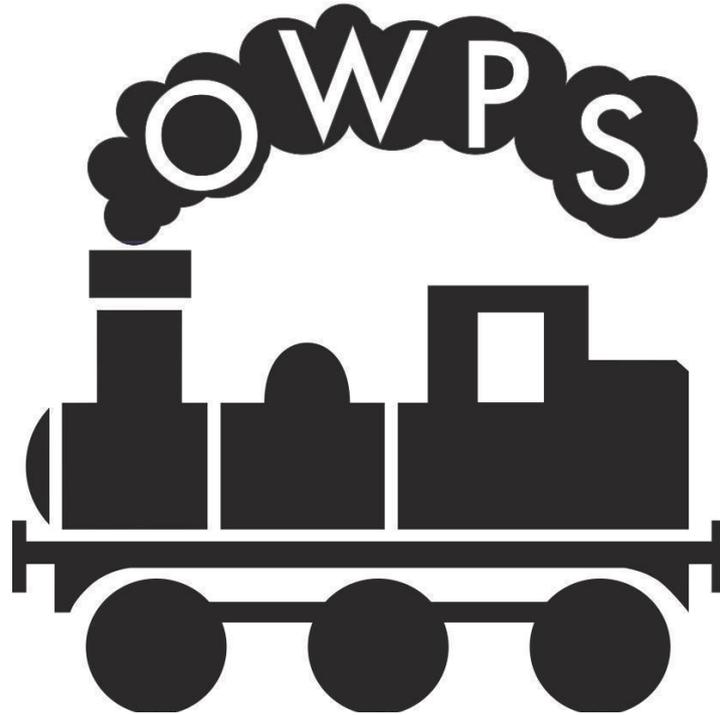


What does English look like?

This document will outline how English is taught across our school, inclusive of Spelling, Phonics, Reading, Handwriting and Writing, all of which have their own specific document.

R.Tansley
June 2018
December 2022 updated

Orton Wistow Primary School



What does Writing look like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations.

We aim to develop confident, fluent and enthusiastic writers by the time they leave Primary School. Writing is delivered in a cross-curricular manner linking key texts, from our reading text choices and termly topics, where possible. We aim to provide pupils with opportunities to produce extended written outcomes, which they have had time to plan, draft, publish, edit and perform. Additionally, this work takes place alongside daily skills sessions (which focus on handwriting, spelling and phonics) as well as the discrete teaching of Grammar, Punctuation and Spelling (GPS).

This document will outline how writing is taught across our school, separate documents can be found to explain how we teach Spelling, Phonics, Handwriting and Reading.

R.Tansley
June 2018
December 2022 updated

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Introduction to Writing

Writing is delivered at Orton Wistow Primary School through explicit English lessons, though the expectation is that other opportunities to complete extended written outcomes, should be evident in other foundation subjects. This not only raises the profile of writing, but provides further exploration of genres, outside of the English curriculum.

To link with this, handwriting is also taught explicitly as a stand-alone lesson, encouraging the use of joined writing, as is spelling, following the Sir Linkalot scheme. Grammar and punctuation is taught as explicit lessons, yet is expected to be embedded through written work, relevant to the specific year group expectations which can be found in this document.

Termly Mapping

Power of Reading Suggestions

Power of Reading Texts are used to support our English Writing Curriculum on a termly basis. One text should be studied each term, to allow for non-fiction genres to be covered alongside. Should you find the opportunity to study additional texts, this is fine also as is the flexibility to change the texts, from those suggested below, should another be more suited to your termly topic.

	Autumn	Spring	Summer
FS	Handa's Surprise The Blue Penguin	Biscuit Bear House for a Mouse	The Naughty Bus Anna Hibiscus
Year 1	Beegu The Story Tree	The Robot and the Bluebird Pattan's Pumpkin	How to Find Gold One Day on our Blue Planet
Year 2	The Lonely Beast Halibut Jackson	The Princess and the White Bear King Zeraffa Giraffa	The Bee Who Spoke The Dark
Year 3	Into the Forest UG – Boy Genius of the Stone Age	Gregory Cool The Ice Palace	The Iron Man George's Marvellous Medicine
Year 4	Saxon Superman Arthur and the Golden Rope	Mouse, Bird, Snake, Wolf Pebble in My Pocket	Werewolf Club Rules Oliver and the Seawigs
Year 5	Varmints The Viewer	Cosmic Cosmic Disco	A Boy and a Bear in a Boat. Shackleton's Journey
Year 6	Treason Street Child	Stay Where You are and then Leave. Rose Blanche	The Dam Where do you go, Birdy Jones?

Termly Mapping

GPS Coverage by Year Group

An overview of GPS coverage is outlined below. This coverage should be taught explicitly as well as embedded within daily teaching, over the duration of the year. It should be revisited as often as possible to ensure pupils have a secure knowledge and understanding. Teachers are able to dip into neighbouring year group objectives, to support children who may be working above or below year group expectations.

The new English Curriculum 2.0 Planning Documents and Knowledge Organisers reflect this and these can be found at:

<https://drive.google.com/drive/folders/1a-rz0ljkbgbstHLtCkx3S8odFi3oa2ba>

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -or	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
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)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	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), and ellision.	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			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)	

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

All terms in bold should be understood with the meanings set out in the glossary.

Key
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6



Resource can be found at:

<https://www.tes.com/teaching-resource/grammar-and-punctuation-curriculum-on-one-a4-sheet-6263648>

Writing Genre Coverage by Key Stage

	Fiction	Non-Fiction
FS	Simple Sentences	
Year 1/2	<ul style="list-style-type: none"> - Stories – including retelling - Descriptions - Poetry - In character/role 	<ul style="list-style-type: none"> - Recount - Letter - Instructions
Year 3/4	<ul style="list-style-type: none"> - Stories - Descriptions - Poetry - Characters/Settings - Speech 	<ul style="list-style-type: none"> - Explanation - Recount - Letter - Biography - Newspaper Article - Advertising/Poster
Year 5/6	<ul style="list-style-type: none"> - Narrative/Essay - Descriptions - Poetry - Characters/Settings 	<ul style="list-style-type: none"> - Report - Recount - Biography - Newspaper Article - Advertising - Letter - Speech/Campaign

Each genre of writing can be supported by the Alan Peat sentence type genre fans (found as an appendix in the English Policy). Each classroom should have these available as teaching tools for the class teacher and teaching assistant. An overview of the sentence type taught in each year group can be found in **Appendix 3**.

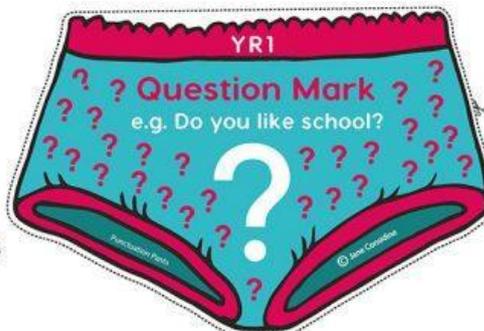
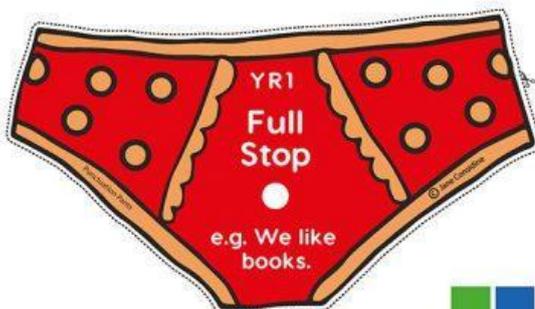
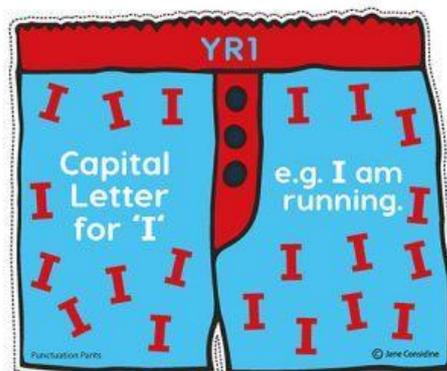
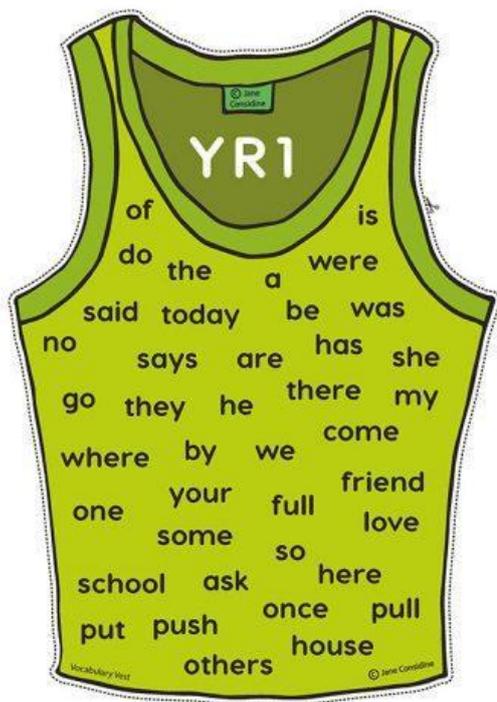
GPS Expectations by Year Group

As well as the overview of GPS found on page 4, each classroom is equipped with a set of GPS Laundry to signal which areas of GPS should be taught and known by the end of each year group. These sets include; Vocabulary Vests, Sentence Socks and Punctuation Pants. Each classroom should have a set of their own year group laundry and the preceding year group available to their learners.

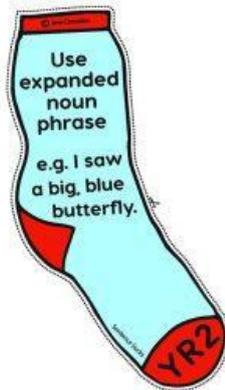
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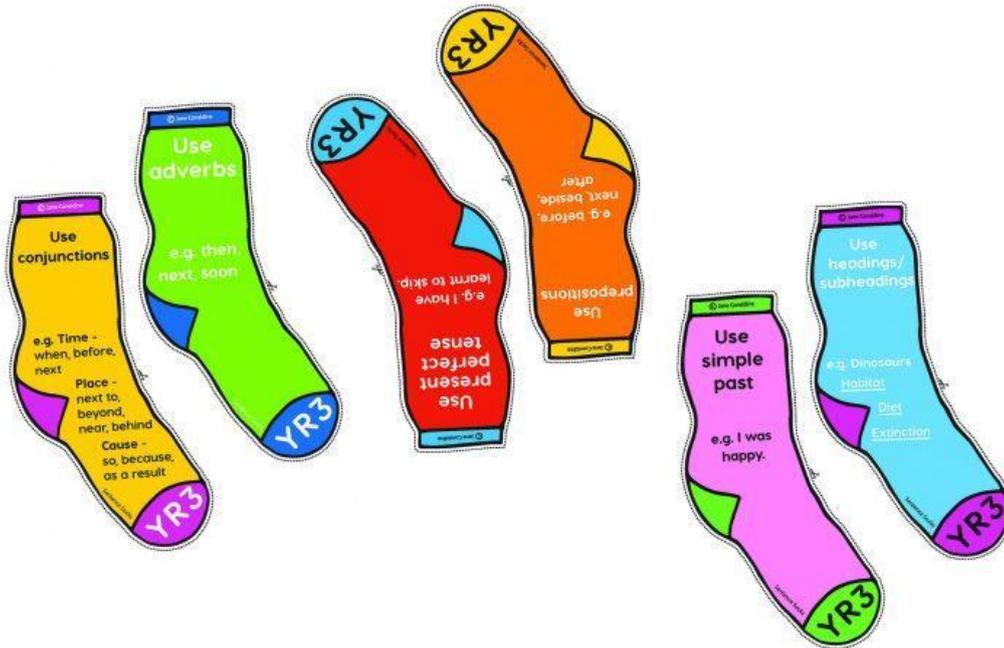
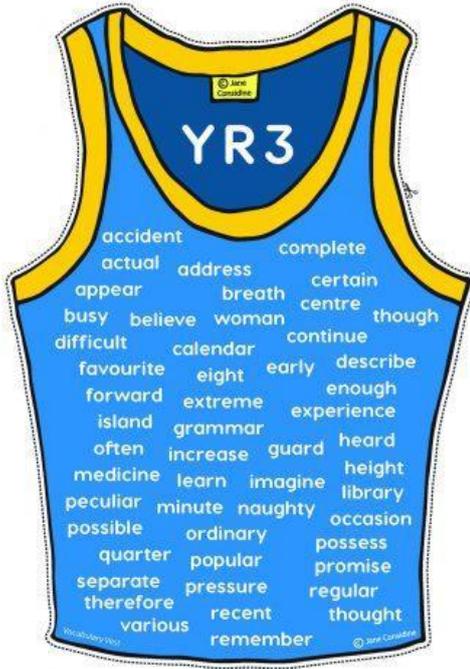
Year 1



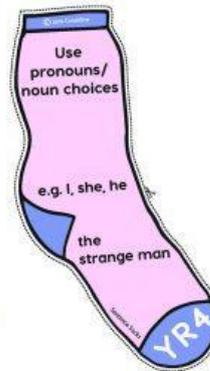
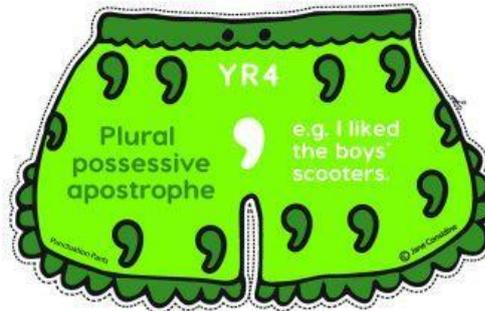
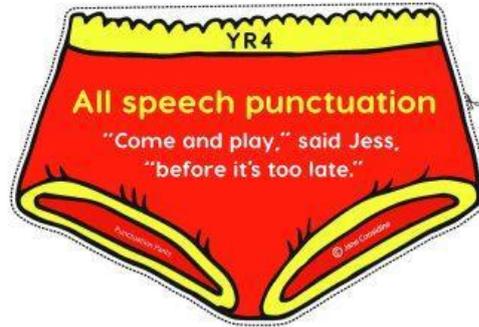
Year 2



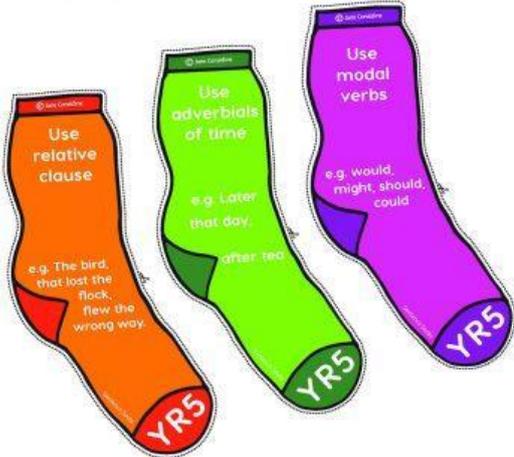
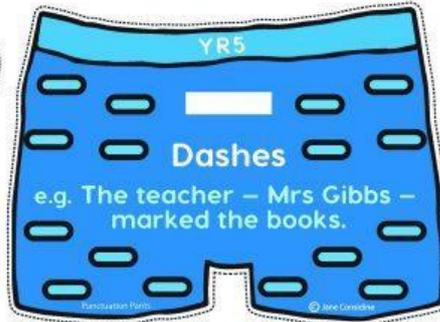
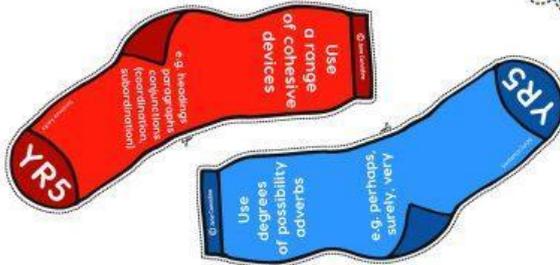
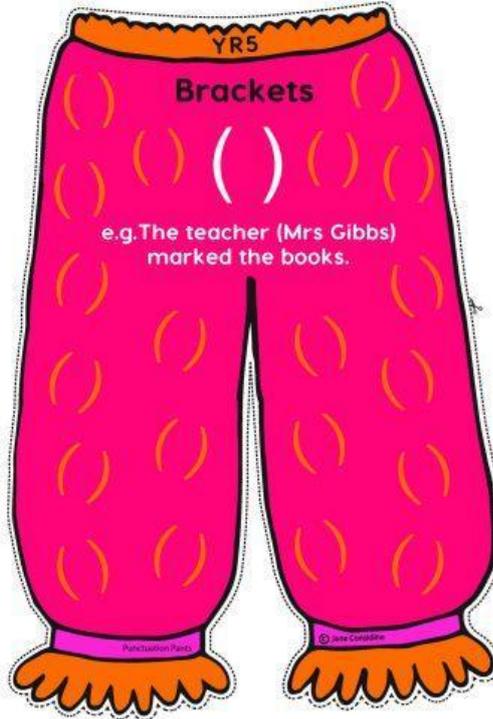
Year 3



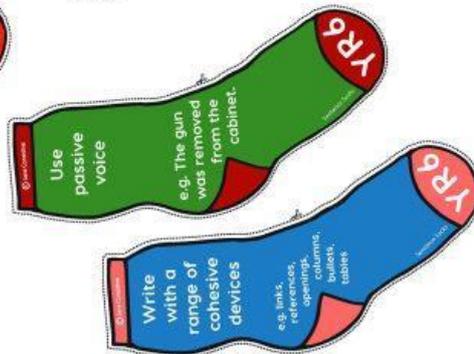
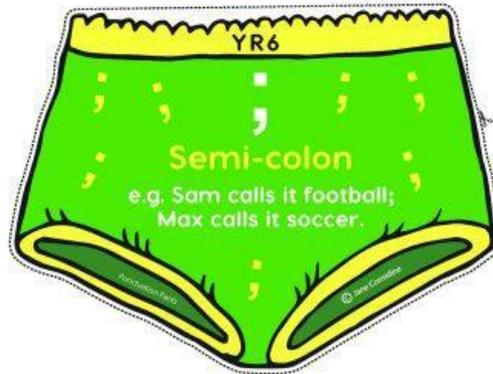
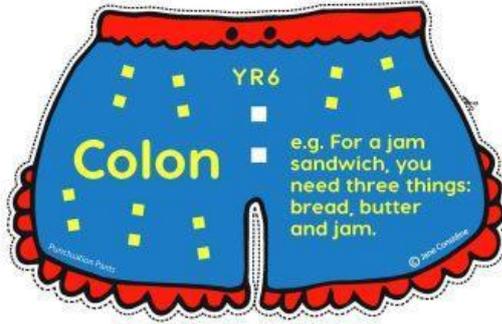
Year 4



Year 5



Year 6



How We Teach Writing

At Orton Wistow our aim is to promote high standards of English throughout the school through stimulating and engaging English lessons.

The 2014 National Curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We put good quality children's literature at the heart of English teaching, through the highly regarded 'Power of Reading' programme. 'The Power of Reading' programme suggests high quality texts for each year group to study and provides a selection of ideas to help teachers to develop a rich reading curriculum that enhances reading comprehension and provides meaningful contexts and purposes for writing.

Supported by the 'Power of Reading', writing is taught in a cross curricular manner, with year group expectations being embedded across all subjects. We do not have 'stand alone' writing work books, but 'topic' books, where history, geography, music, writing, reading and modern foreign languages are all immersed together. We have a topic theme for each term, within each year group, that inspires written outcomes too. GPS is then incorporated within English lessons and is also taught explicitly.

Handwriting follows a set scheme throughout the school, beginning with basic letter formation, leading to pre-cursive and finally joined as the children move into KS2. Our 'What does Handwriting Look Like?' inclusive of the school letter patten can be found as a separate document.

Writing in EYFS

The opportunity to write is crucial in building the foundations for our youngest learners and is built into the continuous provision within our foundation stage unit as well as being explicitly taught. Development Matters guidance is used to guide the provision that we offer, with the aim to develop skills such as; being able to hold a pencil – using the tripod grip, using a range of small tools, including scissors and showing accuracy and care when drawing. Within the writing goals, children work to be able to write recognisable letters with the correct formation, spell and identify sounds in them and write simple phrases and sentences that can be read by others. Writing is encouraged throughout free-flow play activities both inside and outside the classroom too.

Through the daily phonics sessions (please see additional What Does Phonics Look Like document) pupils also receive additional exposure to adults reading captions and modelling writing sentences on a regular basis. Intervention or keep up sessions are also used for those pupils who may need some additional support.

These skills are taught across the year, where two weekly guided writing sessions are explicitly taught and progress as follows over the 3 terms and assessed against the Early Learning Goals at the end of the year:

Autumn: 2 weekly guided writing activities, including name writing. Children to be given a word/caption/phrase and supported to write.

Spring: 2 weekly guided writing activities: Adult gives sentence, children to retain and write with increasing independence.

Summer: 2 weekly guided writing activities: Capital letters, full stops, work towards independence in writing, thinking of own sentence. More able children to work towards Year 1

Provision for children with SEND.

Within reading, provision for children with SEND will be in accordance with the school SEND Policy and SEND Information Report. In KS2 we have an option for children to access STAR Early Reading to support their SEND provision if necessary. Reading intervention/therapy groups are also embedded and reading speeds monitored to aid pupil progress.

Again, within writing provisions for pupils with SEND can vary from a range of scaffolding to be able to apply to a particular writing genre being taught or to access information appropriate to their ability. Typing is sometimes used for those pupils with specific writing difficulty, particularly for extended pieces.

Writing Expectations by Year Group

Year 1

Transcription
Spelling
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences containing the GPCs and words taught so far. • Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. • Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. • Spell most common exception words in the YR 1 spelling appendix. • Recognise and spell a set of simple compound words. • Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. • Name the letters of the alphabet in order.
Handwriting
<p>Evidence:</p> <ul style="list-style-type: none"> • Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. • Capital letters formed correctly for some names of people, places & the days of the week. • Some spaces are left between words, although inconsistent. • Most letters sit on the line correctly.
Composition
Composition – Structure & Purpose
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> • Compose sentences orally before writing; talk about where the sentence begins and ends. • Attempt to write appropriately to the task. • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. • Compose orally and write simple poems. • Re-read writing to check it makes sense. • Discuss own writing with others; make simple changes where suggested
Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some formal features of Standard English e.g I did

Year 2**Transcription****Spelling****Sufficient evidence shows the ability to...**

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting**Evidence:**

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

Composition**Composition – Structure & Purpose****Sufficient evidence shows the ability to...**

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Year 3

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.

Handwriting

Evidence:

- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.
- Writing is usually spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined, according to the school's handwriting approach.

Composition

Composition – Structure & Purpose

Sufficient evidence shows the ability to...

- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
- With scaffold, organise sections broadly, within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details.
- Evaluate own and others' writing, with direction; reread and check own writing; make changes.

Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Year 4

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.
- Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.
- Write words spelt ch e.g. scheme, chemist, chef.
- Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.
- Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.
- Spell the majority of words from the YR 3-4 word list.

Handwriting

Evidence:

- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Writing is spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined consistently.

Composition

Composition – Structure & Purpose

Sufficient evidence shows the ability to...

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheadings.
- Use dialogue, although balance between dialogue and narrative may be uneven.

- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proof read, edit and revise.

Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.
- Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.
- Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...
- Use expanded noun phrases and adverbial phrases to expand sentences.
- Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
- Use inverted commas accurately for direct speech.
- Identify the correct determiner e.g. a, an, these, those. θ Usually use the past or present tense, and 1st /3rd person, consistently.

Year 5

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words from the ks2 curriculum.
- Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.
- Spell correctly words with letters which are not sounded e.g. knight, solemn.
- Use the hyphen to join a prefix to a root e.g. reenter.
- Spell some homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Handwriting

Evidence:

- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram

Composition

Composition – Structure & Purpose

Sufficient evidence shows the ability to...

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and ideas; begin to write a summary.

- Evaluate own and others' writing; with direction, proof read, edit and revise.

Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners.
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Year 6

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.
- Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.

Handwriting

Evidence:

- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition

Composition – Structure & Purpose

Sufficient evidence shows the ability to...

- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.

- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Summarise longer passages, when required.
- Evaluate own and others' writing; proof read, edit and revise.

Grammar, Punctuation and Spelling

Sufficient evidence shows the ability to...

- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify the subject and object.
- Identify synonym and antonym.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

English Planning Format

For the planning format for English lessons, please see **Appendix 1**.

- Planning should incorporate the specific objectives from the curriculum that are to be covered over the duration of a unit.
- There should be clear progression over the lessons.
- Differentiation should be evident for lessons planned, including challenge and extension where possible, as well as providing opportunities for children to fall into the 'Learning Pit' and broaden their Growth Mind Set.
- Planning should be saved on the system, in the relevant folder for the academic year and year group:

Eg: [T:\Curriculum\Planning 2017 2018\UKS2\Year 5\Summer Term](#)

- If teaching from a sequence of lessons from the 'Power of Reading' these should be tweaked and adapted into the school format.

For moderated writing and extended pieces – a different planning format can be used which can be found in Appendix 2

Assessment

Termly Assessments are carried out within Year Groups across the school, using PiXL. PiXL enables formal assessment to take place and the data analysed, once submitted, so that teachers can identify gaps within their classes/year group that may need targeting further.

<https://www.pixl.org.uk/>

Teachers also carry out their own informal assessments throughout the duration of the year, for their own records and to inform their class data each term. On a daily basis, teachers complete Distant Marking sheets, to inform their day-to-day teaching and address any pupils who may be below or exceeding expectations within a specific lesson.

At present Insight is used to log and record pupil progress, though this is due to change in the future to be in line with Woodston and Nene Valley Primary Schools – who we are forming a Multi-Academy Trust with.

Writing Moderation is also carried out within our scheduled Staff Meetings, to ensure all teachers have an understanding of progression across the school and have the opportunity to enhance their subject knowledge and discuss writing, in line with the specific year group expectations.

We also use Interim Assessment Frameworks, to inform our judgements within writing. Year 2 and Year 6 have their frameworks set already and we have developed our own for Year 4, so we have a mid-way assessment point between the two official assessment points of Primary School.

Appendix 1

Orton Wistow Primary School		
English Planning		
Teacher:	Week:	
Year Group/Class: 6	Term:	
Unit title:		
GPS Progression Statements		
<u>Year Group GPS Objectives</u>		
<u>(Please highlight when taught, to ensure coverage)</u>		
<u>Word Objectives:</u>		
<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out</i> – <i>discover</i>, <i>ask for</i> – <i>request</i>, <i>go in</i> – <i>enter</i>). • How words are related by meaning a synonyms and antonyms (for example, <i>big</i>, <i>large</i>, <i>little</i>). 		
<u>Text Objectives</u>		
<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis. 		

Sentence Objectives

- Use of the passive to affect the presentation of information in a sentence (ie *I broke the window*, versus *The window was broken (by me)*).
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Use of the subjunctive forms such as if *I were* or *Were they* to come in some very formal writing and speech.

Punctuation Objectives

- Use of semi-colon, colon and dash to mark the boundary between independent clauses (*It`s raining; I`m fed up.*)
- Use of colon to introduce a list
- Use of semi-colons within lists
- Bullet points to list information
- Hyphens to avoid ambiguity (*recover versus re-cover*)

Terminology

Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points



Y Moderated Writing Planning 2022-2023

Session 1 - GPS/Vocabulary (GPS Book)	
Session 2 - Drafting 'Have A Go Session'	
Session 3 - Drafting 'The Real Thing'	
Session 4 - Editing Flaps	
Session 5 - Published Piece - Pen	

Examples of Moderated Writing Opportunities to be covered over the year

Balanced Argument - Workhouses	Tiger/Poacher - Narrative Perspectives	Lost - Setting Narrative	Flashback - The Piano	Non-Fiction Report - Circulatory System	Letters (Perspectives) - Stay Where You are and then Leave	Persuasive Text - David Attenborough Planet - Non-Fiction
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Appendix 3

Below is a screenshot of the whole school overview of when each Alan Peat sentence type is introduced. As a school we have divided these up to be year group specific and the full document can be found at:

https://docs.google.com/document/d/1jTfbu0Lte_LK8C5relCv5luW9agRUNZn/edit#heading=h.30j0zll

OWPS Exciting Sentences Whole School Overview FS to Year 6

FOUNDATION STAGE		
Alan Peat Sentence	Examples	Additional points to be taught through the sentence type (Development matters Links Literacy and CL)
Question sentence*	Why do you think he ran away? What did he look like? Is he happy?	Term, for pupils: question marks Form lower-case and capital letters correctly.
List sentence*	The fat, fluffy and black cat sat on the mat.	Word: adjectives Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Learn new vocabulary.
Verb sentence* (just a sentence!) contains Cap letter, finger spaces, noun, verb, full stop.	The cat sat on the mat. The dog slept in the cage.	Word: meaning of verb and noun Form lower-case and capital letters correctly.

Year 6		
Alan Peat Sentence	Examples	Additional points to be taught through the sentence type (Curriculum Link)
Some; others*	Some children liked going to school; others despised it.	Using <u>semi-colons</u>
Derde	Snails are slow: they take hours to cross the shortest of distances	Using colons
Emotion word, (comma)	Desperate, she screamed for help	Fronted adverbials
3ed	Frightened, terrified, exhausted, they ran from the creature	Fronted adverbials
Double ly	The worried people ran quickly and purposefully He swam slowly and falteringly	Fronted adverbials Adverbs
3 bad -(dash) question?	Stunned, terrified, disgusted - how could she carry on?	Dashes
Ad, same ad	The creature was dangerous, dangerous due to its blood covered teeth and jagged claws.	Repetition of a word or phrase (cohesive devices)
Noun, which/who/where	The child, who was being naughty, hit his brother.	Relative clause
if, if, if, Then*	if the girl hadn't smiled, if the boy hadn't cried, if the dog hadn't barked, then we would have been saved.	Author intent/Persuasion