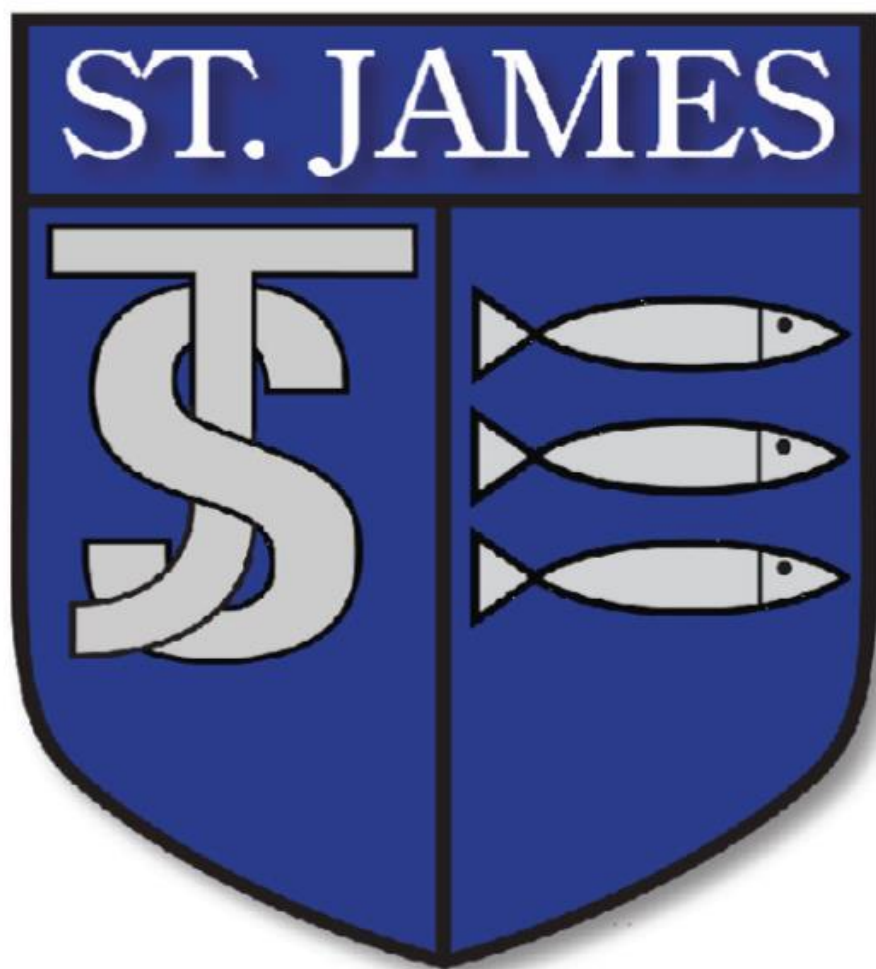
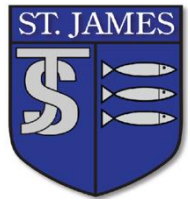


ENGLISH TEACHING HANDBOOK



**ST JAMES CATHOLIC
PRIMARY SCHOOL**



What is our intent?

Here at St James' Catholic Primary School, we want all children to access high-quality English learning and to develop a love of language and communication. We aim for this love to manifest through their ability to write and through a passion for reading. We strive to develop our children's ability to use spoken and written language to communicate effectively - to listen, speak, read and write both in and for a wide range of contexts, purposes and audiences. This is not simply developed within the boundaries of a classroom, but is a focal element of St James life, whether it is performing in dramas, assemblies, or leading whole-school liturgical prayers.

We believe it is vital that our children should be able read fluently and with confidence in any subject by the time they are ready to move to secondary school. This will be achieved when children are able to orchestrate a full range of reading cues, (phonic, graphic, syntactic, and contextual), to monitor their reading and correct their mistakes. Alongside their fluidity of reading, we want our children to develop a passion for reading and for them to want to read for themselves across a variety of genres and text types. Alongside reading, spoken language is at the centre of our school. It is essential that all of our pupils acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school. This is strengthened through our carefully selected, quality-assured schemes and interventions, ensuring all children thrive and reach their greatest potential.

It is essential that our children write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the

presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We

want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and to edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

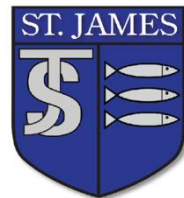


How will we be implementing this?

Reading

We work on promoting a love of reading for all children and fostering a text-rich environment where children understand how language works; we will guide them in the development of these skills to ensure they are proficient readers which will, in turn, allow them to interpret texts accurately. Around school, you will see: displays which celebrate authors; inspiring reading corners; and a well-stocked and vibrant library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as World Book Day celebrations and class links with an author. During the first week back at school in September, all classes study the same picture book which enables us to start off the learning for the year with a focus on the importance of reading.

We follow the Sounds Write approach to teaching reading and phonics, with a clear structure of the teaching of sounds developed across the entire school. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression. We teach phonics in Reception from their first day in school. Children quickly learn that symbols represent sounds, with often one symbol representing more than one sound, and learn how these sounds can be transcribed. Whilst this is essential for reading, it also helps children learn to spell with accuracy. Once children can blend sounds together to read words, they practise reading books that coincide with their phonetical awareness. We instil the belief that all children can read and this increases confidence. Once children



develop a secure awareness of phonics and a level of fluency across both the Initial and Extended Code, they will then be exposed to a wider selection of reading material.

Once a child has gained fluency in their reading and has finished all the reading books within our phonics scheme, they will be assessed through the Accelerated Reader Programme to help us understand their approximate reading age and their ZPD range (a range of reading levels which the child can work within which will provide them an element of challenge but will not lead to frustration). From this assessment, pupils may have the opportunity to progress onto our wide range of Accelerated Reader (AR) books, which contain novels and texts which will undoubtedly appeal to all our pupils' tastes and will capture their imaginations. When a child moves onto AR, they will read within school at least 3 times a week for 20 minutes per session. During this time, teachers will listen to children read individually, focusing on fluency and reading comprehension. Once a child has finished their text, they will complete a quiz which will assess their understanding and vocabulary. Four times a year, children will perform a STAR reader assessment which will continue to provide a baseline for each child and will carefully monitor their progress. Our school councillors have a vital role in sharing Pupil Voice. As representatives of their year groups, they have opportunities to listen to their peers and to act on their behalf by stocking our AR book range each year with the latest requests. This means our reading books are always current, always diverse and will always appeal to the huge range of needs and preferences within our school.

Alongside Accelerated Reader, the children undertake whole-class guided reading sessions with the staff in their class. Within KS1, guided reading books continue to align with our phonics scheme and each book is carefully selected based on a child's phonetical awareness. In KS2, whole-class reading lessons are delivered at least once per week which focus on fluency, expanding vocabulary and

broadening the children's understanding of the various reading strands. The text is not differentiated, instead, we are proud of our mastery all approach: a principle which allows all children to access greater depth learning through scaffolding and modelling. During reading comprehension lessons, we use the acronym **SWIPER** (Summarise/Sequence, Word Meaning/Choice, Infer/Interpret, Predict, Explain/Respond and Retrieve) within these lessons to explore all elements of the reading curriculum.

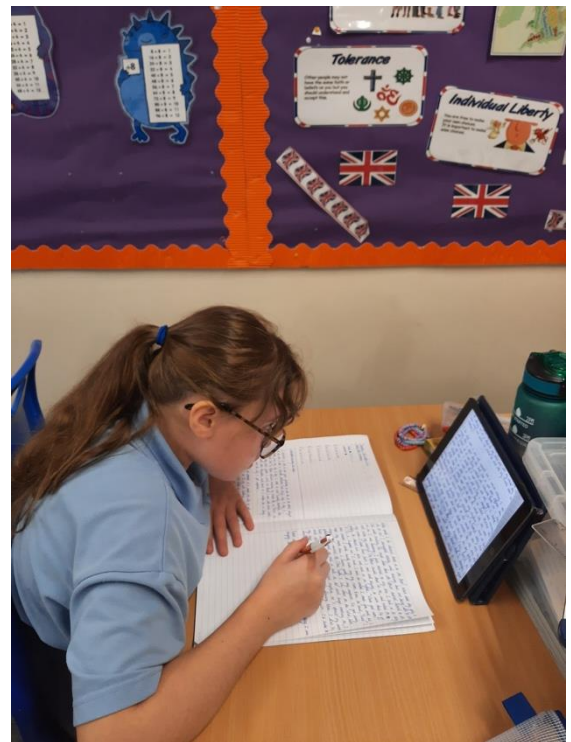


Writing

We follow the National Curriculum to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation throughout our whole school, alongside the use of high-quality texts that are used to deliver all aspects of the English Curriculum. Each book has been carefully chosen to match the National Curriculum reading and writing requirements for each year group, as well as linking with our wider curriculum and half-termly topics. History, geography, science and social themes are areas that are specifically covered and we ensure that our core texts are diverse and inclusive. This structure

provides the children with a deeper understanding of a wide range of texts which they may not necessarily access within their home life, as well as accentuating our key values of love, respect and tolerance. In all aspects of the curriculum, we emphasise the importance of reading to develop and enhance writing, as well as to see a clear purpose and context for writing.

Children begin the process of mark-making and writing from the moment they enter St James Catholic Primary School. Within our phonics teaching, pupils not only read the sounds but also write the graphemes within the context of words during every session. Within EYFS, children not only have opportunities to write in their English and Topic books, but also as part of their continuous provision. For visitors entering into our Reception classroom, they will immediately be struck by the vast opportunities for motor skill and writing practice even within their play; they can be seen writing lists to make playdoh; inscribing their name within sand; or even drawing street maps and writing road-signs in our well-resourced outdoor area. By the time the children move into KS1, they are ready to further their writing successes and are thoroughly prepared for the transition into Year 1.



From Year 1 through to Year 6, writing is evidenced in children's English books and is taught in cycles based upon a carefully selected core text. Each writing cycle begins with a 'cold write' assessment which allows us to monitor the progress children have made by the end of the unit. As the writing cycle progresses, children will develop the skills and understanding needed to become proficient in

a particular writing style, with a particular focus on verbal and visual modelling. Here at St James, our pupils' writing is enriched through the huge variety of trips and educational visits our children are exposed to, providing them with stimuluses and experiences they may otherwise not have the opportunity to access.

Speaking & Listening

As soon as a child enters St James' Catholic Primary School, we place a great emphasis on developing their language skills. We have a firm belief that, not until children can articulate their thoughts, can they begin to write them down. In line with the latest government Reading Framework, we aim to enhance a child's oracy skills through discussion, with vocabulary modelled by an adult. Children will also learn to listen to other people's viewpoints and to articulate opinions through reasoning. Discussions in class will always have a directed focus, whether this will be 'talk for learning' or 'learning to talk.' Children in both EYFS and KS1 will also be regularly exposed to nursery rhymes, songs and poetry to help develop a fluidity in speaking and patterns within the English language.

The focus on oracy continues as children progress through the school. Storytelling and Talk-for-Writing strategies are used from EYFS through to UKS2 to help develop children's linguistic and comprehension skills.



What will be the impact?

We measure the effectiveness and impact of our English curriculum in a variety of ways. We formally assess an extended piece of writing each term, using a consistent format for assessment, which enables progress and attainment to be analysed and evaluated in order to identify the next steps of learning. Moderation of writing takes place in school and in a cluster meeting with other schools to ensure accurate judgements are being made. As well as formal assessments, mini assessments are made at the end of each writing cycle which we called 'hot writes.' After assessing a child's progress across the writing cycle, we are able to gauge how secure a pupil is within a particular writing style and provide further interventions if necessary. Our assessment of writing is also supported by the Bishop Chadwick Catholic Education Trust assessment tools which is at the heart of all our literacy planning.

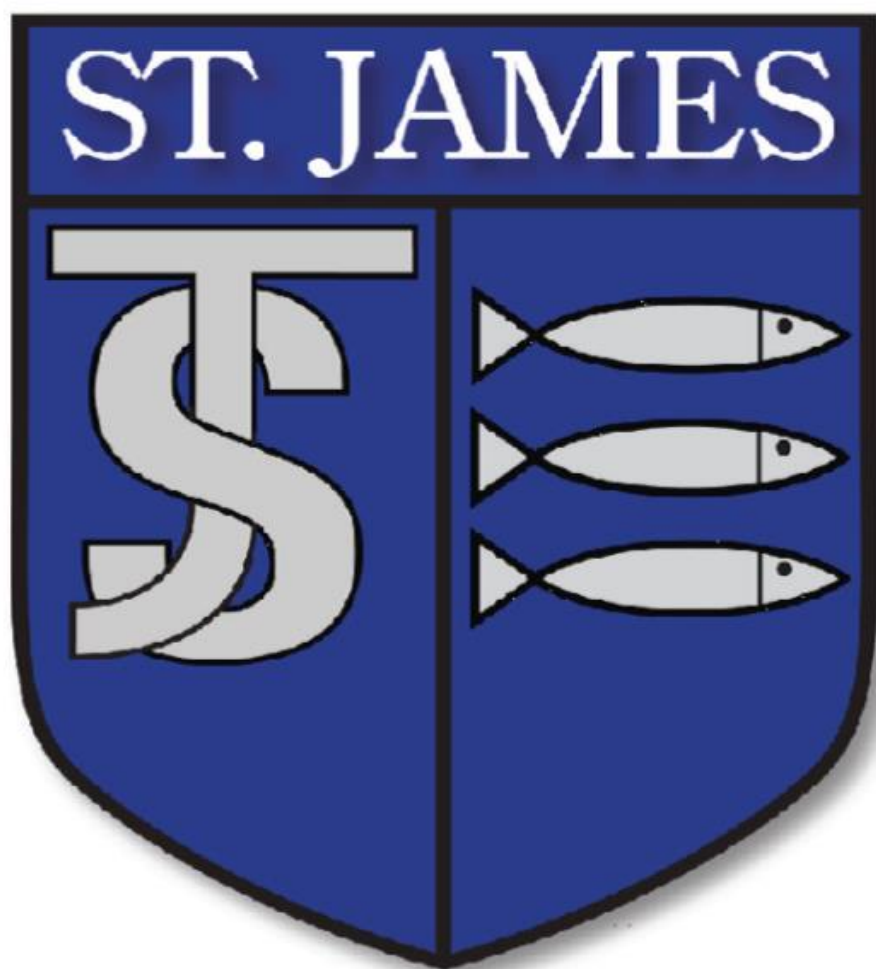
The quality of reading and writing in English is evaluated by learning walks, drop-ins, 'pupil voice' discussions and work scrutinies. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to SLT/ELT and address areas for development which is then shared with all staff.

Children at St James' Catholic Primary School enjoy reading regularly both for information and for enjoyment. They are able to discuss the books they have read with enthusiasm and recall of detail. They are able to apply the features of different writing genres and styles to their own work and are able to write for different audiences and purposes. The impact of the English curriculum is clearly developing with our revised way of teaching. There is evidence of progress, sustained learning and transferable skills and children are becoming more confident writers. By the time

they are in Upper Key Stage 2, most genres of writing are familiar to them and they are able to apply the skills independently.



READING, PHONICS AND SPELLING



REVISED: SEPTEMBER 2023

What is Sounds Write?

Sounds Write is a phonics-rich programme which focuses on teaching the three main skills required to successfully read and write:

- Segmenting
- Blending
- Phoneme manipulation

Unlike many conventional phonics programmes, Sounds Write runs from EYFS through to KS3, teaching both reading and spelling strategies for all age groups. The majority of our staff are Sounds Write trained and it is a scheme which is embedded across the school within classrooms and interventions alike.

Sounds Write lessons at St James are delivered in two 20-minute sessions throughout the day across EYFS and KS1. Morning lessons are whiteboard-based and are intended to be short, snappy and engaging. Children should begin recapping previously learned sounds and then the lesson should comprise of two of the following:

- Sound swap
- Word building
- Symbol search
- Reading and spelling
- dictation

Afternoon lessons will focus on consolidating earlier learning through written activities in books. Children will continue to be exposed to Sounds Write through interventions and the learning of spelling patterns in KS2.



St James RC Primary: Book Bands Comparison Chart

| Book Band/ Colour | Dandelion Books | Sounds Write Units and traditional phonics phases | Songbirds | Oxford Reading Tree phonics books | Classic Oxford Reading Tree books | Year group reading expectations (yellow - expected reading level) |
|----------------------|-----------------|---|-----------|--------------------------------------|--------------------------------------|--|
| 0 Lilac | wordless | - | - | | | EYFS 2 |
| 1 Pink | Unit 1-7 | 1-7 (Phase 2) | Stage 1 | 1 + | | EYFS 2 |
| 2 Red | Unit 8-10 | 8-10 (Phase 2/4) | Stage 2 | 2 | | EYFS 2, |
| 3 Yellow | Unit 11-15 | 11 (Phase 3/4) | Stage 3 | 3 | | EYFS 2, Y1 |
| - | Unit 15-20 | - | - | - | | EYFS 2, Y1 |
| 4 Blue | Books 1-9 | EX:1-11 (Phase 5) | Stage 4 | 4 | | EYFS 2, Y1 |
| 5 Green | Books 10-14 | EX 12-20 (Phase 5) | Stage 5 | 5 | | EYFS 2 Y1 Y2 |
| 6 Orange | Books 1-4 | EX: 21-27(Phase 5) | Stage 6 | 6 | Stage 6 | Y1, Y2 |
| 7 Turquoise | Books 4-9 | EX 28-40 (Phase 5) | | 7 | Stage 7 | Y1, Y2 Y3 |
| 8 Purple | Books 10-11 | Polysyllabic (Phase 6) | | 8 | Stage 8 | Y1, Y2 Y3 |
| 9 Gold | Books 12-14 | Polysyllabic (Phase 6) | | 9 | Stage 9 | Y1, Y2, Y3, |
| 10 White | | Polysyllabic | | 10 | Stage 10 | Y2, Y3, Y4, |
| 11 Lime | | polysyllabic | | 11 | Stage 11 | Y2, Y3, Y4, Y5, |
| 12 Brown | | Year 3 | | | | Y3, Y4, Y5, Y6 |
| 13 Grey | | Year 4 | | | | Y3, Y4, Y5, Y6 |
| 14 Dark Blue | | Year 5 | | | | Y4, Y5, Y6 |
| 15 Dark Red | | Year 6 | | | | Y5, Y6 |
| 16 Black | | Year 6 + | | | | Y6 |

Children transition
to Accelerated
Reader scheme

Recent government guidance recommends that, when children begin the reading process, all reading books should align with the taught phonics scheme and children should be given decodable books which corresponds to in-class learning. The Phonics Dandelion range follows the Sounds Write scheme and is used primarily across EYFS and KS1. We also support our children's reading through the use of additional reading resources such as the ORT range and songbirds. The reading bands/stages across all book types have been put into the above chart so children are provided with appropriate reading material for their ability.

Phonics: order of teaching across EYFS and KS1



RECEPTION: TERM 1 AND TERM 2

Learning objectives and the initial code

| unit | Skills <i>Blending, segmenting, manipulating sounds</i> | Code knowledge | Conceptual knowledge | word list |
|------|--|--|--|---|
| 1 | VC, CVC | a, i, m, s, t | Sounds can be represented by spellings with one letter | Sam, sat, mat, sit, Tim, it, at, am |
| 2 | | n, o, p | | Man, map, sit, nap, pot, pan, sip, not, Tom, tin, pat, pin |
| 3 | | b, c, g, h | | ham, bag, can, gap, cap, cot, bat, cat, hit, hop, pig, tap |
| 4 | | d, e, f, v | | van, dad, dig, din, dip, vet, fed, met, set, net, bed, pet |
| 5 | | k, l, r, u | | Log, red, lad, lip, leg, rot, rub, rib, rat, Ken, rip, kit, kid, dug, hut |
| 6 | | j, w, z | | Zig, zag, jab, jam, jet, jig, Jim, jog, jot, wig, web, wet, zip, zap |
| 7 | | x, y, ff*, ll*, ss*, zz*, | Some spellings are written with a double consonant | Fox, box, six, Max, yes, yet, yell, fell, bell, hill, pill, miss, kiss, off, huff, puff, buzz, fuzz, fizz |
| 8 | VCC, CVCC | - | | and, ant, ask, elf, end, left, best, desk, kept, nest, wept, film, gift, list, sink, wind, pond, soft, bump, dust, hunt, jump, must, vest, felt |
| 9 | CCVC | - | | plan, slam, crab, grab, gruff, trap, step, grin, skip, slam, slip, swim, trip, twin, dress, flag, frog, flop, spot, stop, drum, plum, slug, snuff |
| 10 | CCVCC, CVCCC, CCCVC | - | | grand, drank, plank, slump, spend, spent, swept, drink, print, stink, swift, blond, grunt, plump, trust, scrap, split, scrub, strip |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, <q> <u>* | Some spellings are written with two different letters | shell, shop, shed, mash, fish, brush, chin, chop, rich, chimp, munch, thin, tenth, thing, with, that, back, duck, neck, clock, black, struck, when, which, whack, whip, bang, flung, wing, swing, ring, string, quit, quiz, quack, quaff, squid, squirt |

RECEPTION: TERM 3

| Learning objectives and the initial code | | | |
|---|--|---|--|
| unit | Skills <i>Blending, segmenting, manipulating sounds</i> | Code knowledge | Conceptual knowledge |
| 11 | | sh*, ch*, th*, ck*, wh*, ng*, <q> <u>* | Some spellings are written with two different letters |
| 11a* | | ch, tch* | A sound can be represented by more than one spelling |
| Learning objectives and the extended code | | | |
| 1 | /ae/ (first spellings) | ai, ay, ea, a e | A sound can be represented by more than one spelling The most common spellings which represent the target sound |

YEAR 1: TERM 1

| Learning objectives and the extended code | | |
|---|---|--|
| unit | Skills | Conceptual knowledge |
| 1 | Sounds: Blending and segmenting the target sounds | A sound can be represented by more than one spelling |
| 2 | Sounds: | |
| 3 | Spelling: manipulating alternative sounds in and out of words | A spelling can represent more than one sound |
| 4 | Sounds: | |
| 5 | Spelling: | |
| 24* | Sounds: | |
| 6 | Sounds: | |
| 7 | Sounds: | |
| 8 | Sounds: | |

YEAR 1 TERM 1 AND TERM 2

| Learning objectives and the extended code | | |
|---|------------|--|
| unit | Skills | Conceptual knowledge |
| 9 | Spelling: | A spelling that can represent more than one sound |
| 10 | Sounds: | A sound that can represented by more than one spelling |
| 11 | Sounds: | |
| 12 | Sounds: | |
| 13 | Spelling: | |
| 14 | Sounds: | |
| 15 | Spellings: | |
| 16 | Sounds: | |
| 17 | Spelling: | |

YEAR 1: TERM 2 AND TERM 3

| Learning objectives and the extended code | | | |
|---|------------|--|----------------------|
| unit | Skills | Code knowledge | Conceptual knowledge |
| 18 | Sounds: | /l/ <l, ll, al, el, il, le, ol> | |
| 19 | Sounds: | /or/ <or, aw, a, ar, au, al> | |
| 20 | Sounds: | /air/ <air, are, ear, ere, eir, aver, ayor> | |
| ** | Spelling: | <ear> /air/ /ear/ | |
| ** | Spelling: | <ure> /ure/ /er/ | |
| 49 | Sounds: | /eer/ <eer, ere, ear> | |
| 21 | Sounds: | /ue/ <ue, ew, u, u e> | |
| 22 | Spellings: | <ew> /ue/ | |
| 23 | Sounds: | /oy/ <oi, oy> | |

YEAR 1: TERM 3

| Learning objectives and the extended code | | |
|---|-----------|--|
| unit | Skills | Conceptual knowledge |
| 25 | Sounds: | /o/ <o, a> |
| 26 | Spelling: | <a> <a, ae, o, ar> |
| 27 | Sounds: | /ae/ <ai, ay, ea, a-e, ae, ay, eia> |
| 40 | Sounds: | /f/ <f, ff, gh, ph> |
| ** | Spelling: | <ear> /air/ /ear/ |

EYFS/KS1 Weekly Phonics Planning

| Extended/ Initial Code | High frequency words | Word list | Sentences |
|-------------------------|----------------------|--|---|
| Focus unit | | | |
| IC- Unit 11: sh; ch; th | the, I, his | fish; shop; wash; shell; brush; shed; chip; chin; chop; chili; chump; thun; with; thump; thunk | The <u>brush</u> is in the <u>shed</u> . Chip hit his <u>chin</u> . I went to the <u>fish</u> and <u>chip</u> shop with <u>Kath</u> . |

| | Learning Objective | Sounds-write Lessons | | |
|----------|---|---|--|--|
| | | First Lesson | Second Lesson | Third Lesson |
| Lesson 1 | To Blend, segment and manipulate words containing the 'sh' grapheme | Lesson: 1 (word building) Stem Sentence/word: 'fish' 'shop' Activity: Word building activity using pre-selected words. TA Support C.H and I.B. extension task for GD pupils- 'can you make the word 'shops'? | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: |
| Lesson 2 | To | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: |
| Lesson 3 | To | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: |
| Lesson 4 | To | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: |
| Lesson 5 | To | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: | Lesson: Stem Sentence/word: Activity: |

Accelerated Reader at St James

When a pupil is fluent in their reading, they will take part in the Accelerated Reader programme, which is designed to do the following things:

- Find books that are the right ability for a child
- Encourage a child to read more
- Improve a child's reading ability

The aim is for the majority of children to be accessing Accelerated Reader by the time they reach the Summer Term of Year 2. There will be some children who will be able to access the scheme earlier than this, and some who need a little more time.

When a child completes the entirety of the Dandelion Phonics scheme, that pupil should then complete their first **Star Test** which measures a child's fluency, vocabulary and reading comprehension. If a child scores a ZPD level lower than 2.0, they are not quite ready for AR and should use Stage 5/6 ORT books to help develop fluency and understanding. If a pupil scores a ZPD level 2.0 or above then it is a scheme they are able to access.

How do 'Star' tests work?

-The pupil must take their time. It is recommended that each child should spend **at least 20 minutes** on their tests. Students are used to working quickly in timed conditions, but during a STAR test it is about concentration, focus and careful reading.



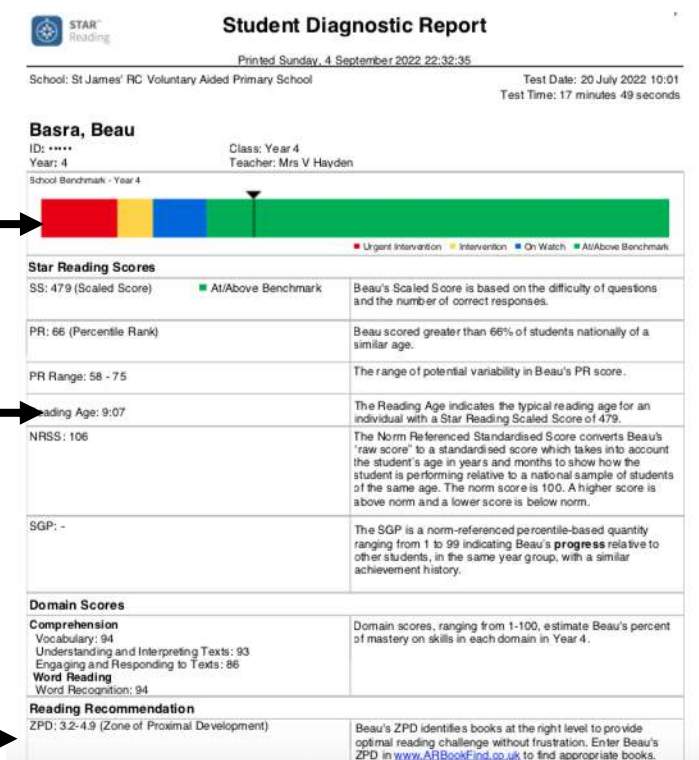
-Pupils should not guess answers to questions. Instead, they should wait for the question to time out. This is to ensure the computer is not given a false impression of the student's reading ability.

-Tests are done in exam conditions without any help from other students or the teacher.

An indication as to whether a child needs additional support.

The pupil's reading age

Zone of Proximal Development (reading level).



Ideally, children from KS2 onwards should read at least 3 times a week in class, 20 minutes per session, to improve their reading ability. During that time, a teacher and any additional adults should pull out targeted students to hear read on a 1:1 basis.

All children, including SEND pupils, will be on the Accelerated Reader scheme from the start of KS2. This is to make sure all children feel included and to boost their self-esteem. For children who are still reliant on phonics-based texts, the Dandelion 'catch-up readers' range is incorporated within the Accelerated Reader scheme. This ensures children are feeling included yet the reading books are targeting their reading ability.

St James Reading Intervention Tracker



| Class Teacher | Year Group | Frequency of Intervention | Term | Intervention type |
|---------------|------------|---------------------------|------|-------------------|
| | | Weekly/Daily | | |

[illegible]

Please use this space to write out how the intervention is going with a specific focus on **progress and impact (especially if you have no progress data)**. Any problems that you are having and agreed next steps. You may do this as you go along or as a summative assessment.

Please use this space to write out how the intervention is going with a specific focus on **progress and impact** (especially if you have no progress data). Any problems that you are having and agreed next steps. You may do this as you go along or as a summative assessment.


St James reading checklist

| | | |
|------------------------------|---|--|
| Lowest 20% Readers | <i>Can I identify my lowest 20% readers? What evidence do I have to support this? What barriers do these children face? What interventions have I put in place to help these children?</i> | |
| Intervention | <i>Which children in my class need intervention? How does intervention look for my children- is it class-based, are groups taken out or both? How do I push my greater-depth readers?</i> | |
| Decodable reading books | <i>Do the children's reading books mirror their phonics learning in class? Which older students still require decodable phonics books? Are they using the appropriate books which can be used within the Accelerated reader scheme.</i> | |
| Accelerated Reader Data | <i>Are all pupils in my class on the Accelerated Reader scheme? Have all children completed the most recent assessment? Is the individual data for each pupil in my Reading Record file? Do my pupils know which reading levels they should be accessing?</i> | |
| Accelerated Reading sessions | <i>Do the children in my class have regular opportunities to engage in quiet reading? How am I supporting my pupils during these reading sessions? Do the children have frequent opportunities to complete AR quizzes?</i> | |
| 1:1 reading | <i>Are all children heard at least once a week by an adult? Is this monitored and recorded in my class Reading Record folder? Which children need to be heard more than once a week? How can this be achieved?</i> | |
| Whole class reading | <i>Is there a reading focus during at least one English lesson per week? Are all children accessing the same text (mastery-for-all approach)? What scaffolding/intervention is being provided for pupil's who are working below the expected reading level? Are all Reading Strands being taught/addressed?</i> | |
| Reading for pleasure | <i>Are children's listening to a novel/text at the end of the day? How are these books selected? Is poetry featured?</i> | |
| Classroom displays | <i>Do I have a reading area in my classroom? Does it look inviting/usable?</i> | |

Spelling at St James

Here at St James, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Spelling is adopted into our teaching curriculum, with spellings taught in EYFS and KS1 through phonics lessons and as independent lessons across all of KS2.

Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply these strategies when spelling words in their independent writing. In KS2, this is delivered using a combination of Sounds Write and Spelling Shed. During each spelling lesson, children engage with spellings through the etymology of words, spelling patterns and the ability to blend and segment polysyllabic words with a greater focus on syllables, rather than graphemes.




Whole Group

This Week's Words

Do you know what they all mean?


What do the words have in common?



Spelling Shed


5.3

| | | |
|-----------|-----------|-----------|
| adventure | future | picture |
| nature | creature | furniture |
| capture | sculpture | fracture |
| | mixture | |



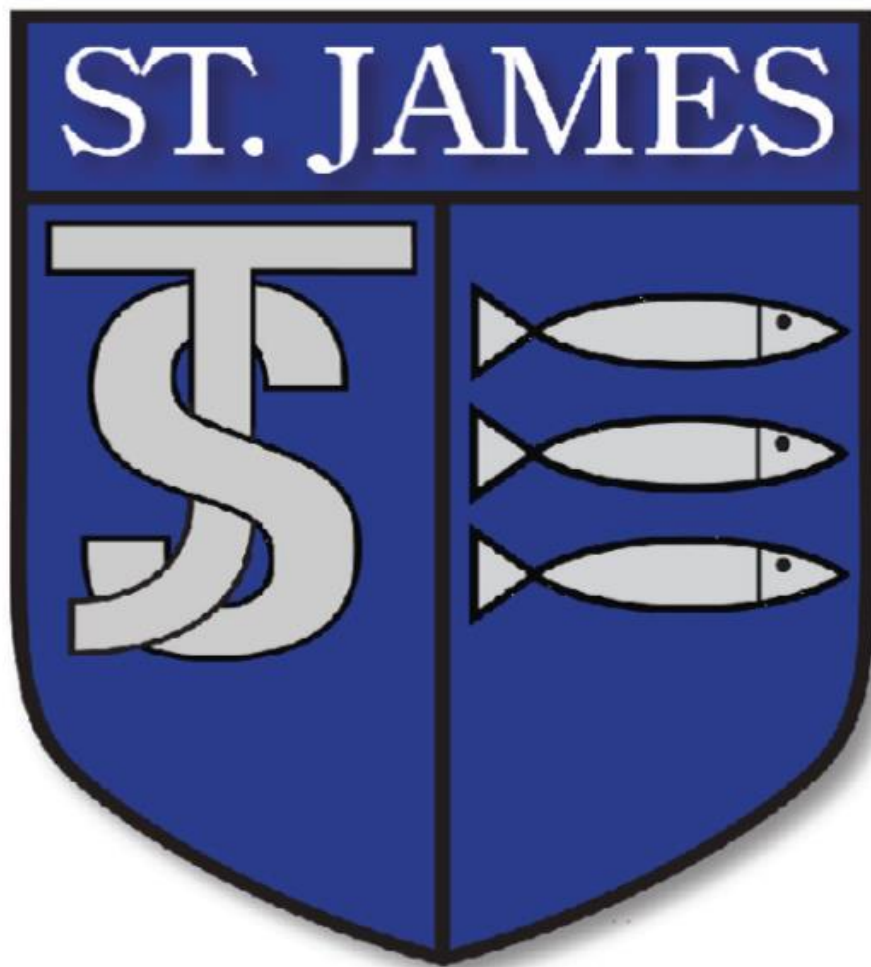
Where does the /ch/ sound come in all these words?

Read these words aloud to practise saying the /ture/ sound.



In KS1, children are taught spelling patterns primarily through their phonics lessons which are taught twice a day. In preparation for KS2, spelling lists are sent home in Year 2 with the word list derived from the Sounds Write teaching of that week.

WRITING AND PRESENTATION



REVISED: SEPTEMBER 2023

Writing at St James

We follow the National Curriculum to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation throughout our whole school, alongside the use of high-quality texts that are used to deliver all aspects of the English Curriculum. Each book has been carefully chosen to match the National Curriculum reading and writing requirements for each year group, as well as linking with our wider curriculum and half-termly topics. History, geography, science and social themes are areas that are specifically covered and we ensure that our core texts are diverse and inclusive. This structure provides the children with a deeper understanding of a wide range texts which they may not necessarily access within their home life, as well as accentuating our key values of love, respect and tolerance. In all aspects of the curriculum, we emphasise the importance of reading to develop and enhance writing, as well as to see a clear purpose and context for writing.

Within EYFS, children not only have opportunities to write in their English and Topic books, but also as part of their continuous provision. From Year 1 through to Year 6, writing is evidenced in children's English books and is taught in cycles based upon a carefully selected core text. Each writing cycle begins with a 'cold write' assessment which allows us to monitor the progress children have made by the end of the unit. As the writing cycle progresses, children will develop the skills and understanding needed to become proficient in a particular writing style, with a particular focus on verbal and visual modelling.

The editing and redrafting of work should be present across all year groups and work as a visual reminder of the comprehensive feedback and marking children receive during and after English lessons. By Year 6, this should be an organic process where children are confident in redrafting and editing work independently.

• Presentation and handwriting

It is very important to achieve consistency towards presentation across the school. Throughout KS1, children will write using a pencil until they demonstrate the sufficient ability to write fluently and legibly needed to gain their 'pen licence.' By Summer term Year 1, our presentation policy should be fully embedded within all children as shown below:

The long date written out on the lefthand side of the top line.

Leave one line between the date and the learning objective. Learning objectives begin with 'I can...'

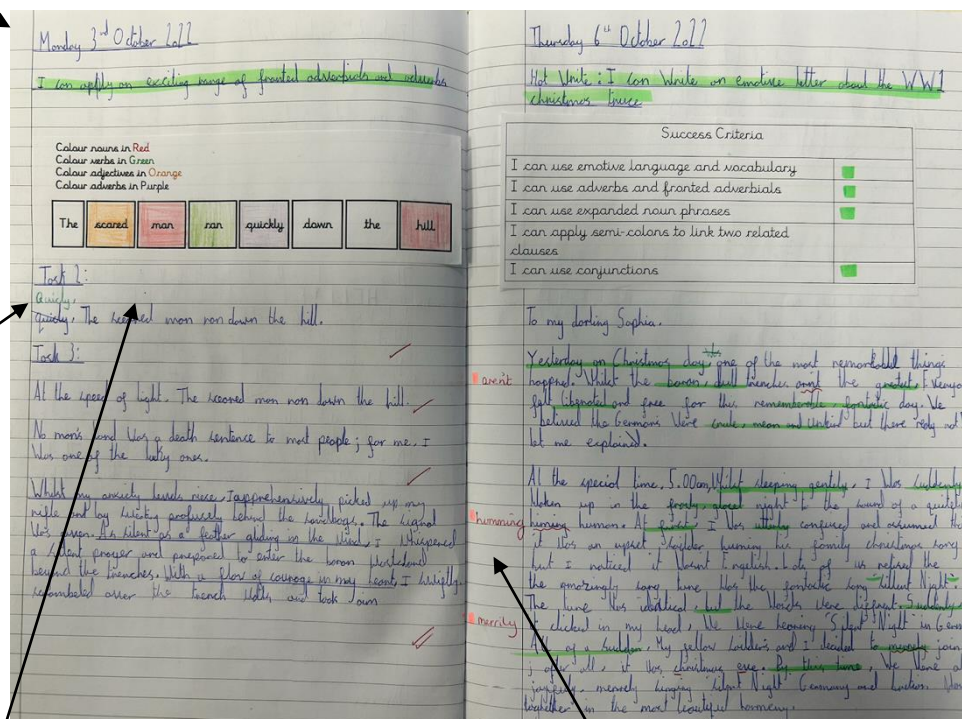
Edited work shown in green pen.

Mistakes crossed out using a ruler.

Worksheets kept to a minimum. Any sheets/success criteria to be written using 'letter-join'

Spelling corrections highlighted within The margin.

n' hanawriting style and progression. Throughout the school, 'Letter-join' should be evident in displays, PowerPoints and represented on worksheets. In EYFS and KS1, handwriting should be taught as individual lessons. Teachers and support staff will act as a model when writing on the board or marking work, using a fluent-joined style with accurate letter and number formation, as appropriate to the pupil's level of development.



Year 1- English Spine

| TOPIC | SUPERHEROES | ENCHANTED WOODLAND | THE LAND BEFORE TIME | BRIGHT LIGHTS, BIG CITY | BRIGHT LIGHTS, BIG CITY | DREAM BIG! |
|------------------------------|---|--|---|---|---|---|
| MAIN FOCUS | <u>ENGLISH/CULTURE</u> Modern-day heroes Exploring heroes within stories | <u>SCIENCE</u> Seasonal changes Animals and their habitats | <u>HISTORY/GEOGRAPHY</u> Historical timeline Herbivores vs Carnivores The importance of Mary Anning Theories of how the dinosaurs became extinct | <u>GEOGRAPHY</u> Maps: UK within Europe- learning the countries of the UK + the seas Geographical and cultural comparisons between the UK to Peru | <u>GEOGRAPHY</u> Landmarks of London The Royal Family | <u>DIVERSITY/INSPIRATIONAL LEADERS</u> People who changed the world Diversity and acceptance British Values |
| BIG QUESTION | Do all heroes wear capes? | Do all trees lose their leaves in Autumn? | What happened to the dinosaurs? | Where in the world are we? | Does the Queen wash her own clothes? | |
| CORE TEXT | <u>Superworm</u> by Julia Donaldson  | The Gruffalo by Julia Donaldson  | Harry and his Bucketful of Dinosaurs by Ian Whybrow  | Paddington Bear by Michael Bond  | This is London by M. Sasek  | Look Up by Nathan Bryon  |
| EXTRA TEXTS | <u>Supertato</u> by Sue Hendra <u>Superhero ABC</u> by Bob McLeod | Stickman by Julia Donaldson | The Fossil Girl by Catherine Brighton | Paddington Bear's Post | Vlad and the Great Fire of London by Kate Cunningham | We're all Wonders by R J Palacio |
| WRITING PURPOSE & MAIN TASKS | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Intimate the story of <u>Superworm</u> Innovated write (character/plot swap) of a new super-creature | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character profile (the Gruffalo) Innovated write (character/plot swap) using the idea of <u>leafman</u> | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Diary entries (recounts of Harry's day) WRITING POETRY <ul style="list-style-type: none"> Dinosaur poetry (focus on onomatopoeia) | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Invent an adventure/voyage story: travelling to an exotic land | WRITING TO INFORM <ul style="list-style-type: none"> Newspaper report about Informative poster of a famous London landmark | WRITING TO INFORM <ul style="list-style-type: none"> Invent a story about something you are passionate about. WRITING TO INFORM <ul style="list-style-type: none"> Information poster about someone who has changed the world |
| OTHER TASK IDEAS | WRITING POETRY <ul style="list-style-type: none"> Halloween poetry (taught in isolation- focus on repetition) | WRITING TO INFORM <ul style="list-style-type: none"> Instruction writing: Gruffalo crumble | WRITING TO INFORM <ul style="list-style-type: none"> Letter writing (in the form of Mary Anning) Non-chronological report about dinosaurs | WRITING TO INFORM <ul style="list-style-type: none"> Recount of Paddington's first day in London Letter writing to Aunt Lucy | WRITING TO PERSUADE <ul style="list-style-type: none"> Letter writing to the Queen, persuading her to visit our school | WRITING TO PERSUADE <ul style="list-style-type: none"> Write a persuasive article about why being different is fun! |

Year 2 - English Spine

| TOPIC | CAST AWAY | TOPSEY TURVY TALES | HANDA'S SURPRISE | PLASTIC PLANET | JAMES AND THE GIANT PEACH | FROM SEED TO SUPER |
|------------------------------|---|---|---|---|--|---|
| MAIN FOCUS | <u>LOCAL GEOGRAPHY</u> Exploring maps Local landmarks (lighthouses) Natural habitats (seaside) Famous voyages and pirates | <u>HISTORY</u> Castles Past kings and Queens in the UK | <u>GEOGRAPHY/ART</u> cultural and geographical comparisons of Europe and Africa African art and painting What makes me 'me'? | <u>SCIENCE//PSHE</u> Everyday material The effects of plastic on Planet Earth Ways in which we can become more sustainable | <u>GEOGRAPHY/LOCAL HISTORY</u> Ways in which we travel George Stephenson, the 'father of railways' Local innovations and inventors | <u>FOOD SCIENCE</u> plants Food science and food types D&T - recipes |
| BIG QUESTION | | Do princesses always need to be saved? | Are we all the same? | How do humans impact Planet Earth? | In what ways do we travel? | Is there such a thing as 'good' foods? |
| CORE TEXT | The Lighthouse Keeper's lunch by Ronda Armitage  | The Paper Bag Princess by Robert Munsch  | Handa's Surprise by Eileen Browne  | A Planet Full of Plastic by Neal Layton  | James and the Giant Peach by Roald Dahl  | Jim and the Beanstalk by Raymond Briggs  |
| EXTRA TEXTS | The Night Pirates by Peter Harris | The boy who grew dragons by Andy Shepherd See inside Castles by Katie Daynes | | One Plastic Bag: Ceesay and the Recycling Women of Gambia by Miranda Paul | Journey by Aaron Becker | Oliver's Vegetables by Vivian French |
| WRITING PURPOSE & MAIN TASKS | WRITING TO ENTERTAIN <ul style="list-style-type: none">I can invent a pirate adventure story (using The Night Pirates as stimulus). | WRITING TO ENTERTAIN <ul style="list-style-type: none">Imitating a story: the myth of George and the Dragon (link to UK national holidays)Innovated write: character swap of a knight and a dragon (based on George and the dragon) | WRITING TO ENTERTAIN <ul style="list-style-type: none">Innovated write: create a purpose for a celebration and think what foods your character would take. What could the final surprise be? | WRITING TO ENTERTAIN <ul style="list-style-type: none">Invent an adventure story of the journey of a plastic bottle and where it ends up. | WRITING TO ENTERTAIN <ul style="list-style-type: none">Diary entries from the perspective of JamesUsing 'Journey' by Aaron Becker, ask children to write a fantasy setting description | WRITING TO ENTERTAIN <ul style="list-style-type: none">Innovate a world that you may find at the top of the beanstalk. |
| OTHER TASK IDEAS | WRITING TO INFORM <ul style="list-style-type: none">Write a recipe for Mr Grilling's lunch.Write a non-chronological report about lighthouses | WRITING POETRY <ul style="list-style-type: none">Castle/fantasy poems-introducing rhyming | WRITING TO INFORM <ul style="list-style-type: none">Write instructions as to how to throw the perfect party for a friend | WRITING TO PERSUADE <ul style="list-style-type: none">Write a campaign poster to persuade children within the school how plastic is bad for our planet and what we can do to help. -create assembly? Wider school project? | WRITING TO INFORM <ul style="list-style-type: none">Write a newspaper article, reporting of a sighting of a giant peach over the city of New YorkWrite a letter to Roald Dahl, informing him as to what you thought of his book. | WRITING TO PERSUADE <ul style="list-style-type: none">Write a persuasive letter as to you should have a balanced diet. |
| | | WRITING TO INFORM | | | | WRITING POETRY <ul style="list-style-type: none">Funny rhyming poetry (based on 'Chocolate for breakfast') |
| | | | | | | |

Year 3 - English Spine

| TOPIC | Twisted fairy tales | We Will Rock You Stone Age to Iron Age | Tribal Tales | It's All Greek To Me Ancient Greeks | It's All Greek To Me Ancient Greeks | Journeys |
|------------------------------|--|--|--|--|---|---|
| MAIN FOCUS | English The history of traditional tales Morals and British values | History/Science Stone Age to Iron Age Continuing through to the Bronze Age and Iron Age. Looking at Burials/Religious Beliefs | Art/culture Tribal art and sculpture throughout the ages Humanistic representation within art | History Ancient Greeks Who were the Ancient Greeks Greek gods and goddesses | History Ancient Greeks The Olympics Greek Democracy | Geography Looking at Coastlines A journey a River takes towards the sea. Looking at the River Tyne and the River Nile |
| BIG QUESTION | Do fairy tales always have a happy ending? | Is Bronze really better? | Has art changed throughout the years? | What impact have the Greeks made on us today? | What impact have the Greeks made on us today? | How does a river flow? |
| CORE TEXT | The true little story of the three little pigs  | Stone Age Boy by Satoshi Kitamura  | Stia of the dump by Clive King  | Orchard Book of Greek Myths  | Beasts of Olympus: Beast Keeper by Lucy Coats  | The Journey  |
| EXTRA TEXTS | The true story of the three little pigs Revolting rhymes by Roald Dahl | How to wash a Woolly Mammoth | | Who Let the Gods Out by Maz Evans  | | Journey to the River Sea |
| WRITING PURPOSE & MAIN TASKS | WRITING TO ENTERTAIN <ul style="list-style-type: none"> To innovate a twisted tale SPAG focus: descriptive writing using adjectives, noun phrases and adverbs | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Diary entry as a stone age boy/girl | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Character descriptions/profile of primary characters | WRITING TO INFORM <ul style="list-style-type: none"> Instruction writing: how to build a Trojan Horse | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Retelling of the story | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Journal writing |
| OTHER TASK IDEAS | WRITING POETRY <ul style="list-style-type: none"> Re-create own revolting rhymes based on traditional tales, focus on rhyming words | WRITING TO INFORM <ul style="list-style-type: none"> Instructions: how to wash a woolly mammoth Non-chronological report: Stone age versus now. | WRITING TO INFORM <ul style="list-style-type: none"> Non-chronological report: Art throughout the ages | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Planning and writing our own Greek myths | WRITING TO PERSUADE <ul style="list-style-type: none"> Persuasive book review Greek myths vs Fairy tales: Which teaches better morals? | WRITING TO PERSUADE <ul style="list-style-type: none"> Persuasive article: should we build on floodplains? |
| | | | | WRITING POETRY <ul style="list-style-type: none"> Acrostic Greek poems | | |
| | | | | | | WRITING POETRY <ul style="list-style-type: none"> Water poetry, introducing onomatopoeia and personification |

Year 4- English Spine

| TOPIC | WARRIORS AND WEAPONS | WARRIORS AND WEAPONS | BURPS TO BOTTOMS | TOMB RAIDERS | INCREDIBLE INDIA | MUSIC TO MY EARS |
|------------------------------|---|--|--|--|--|--|
| MAIN FOCUS | <u>HISTORY</u> Ancient Roman civilisation- Founding of Rome Roman entertainment Roman religion and culture | <u>LOCAL HISTORY/ GEOGRAPHY</u> Volcanoes and earthquakes (Pompeii case study) Roman invasion of Britain How the Romans helped shape our local area. | <u>SCIENCE</u> Digestive system- Dental hygiene The digestive process in humans | <u>HISTORY</u> Ancient Egyptians- The secrets of the Egyptian tombs Egyptian achievements | <u>GEOGRAPHY</u> Comparing the UK to India: climate and culture Rainforests and Oceans | <u>SCIENCE</u> |
| BIG QUESTION | What impact have the Romans made on us today? | What impact have the Romans made on us today? | What happens to our food? | Who build the pyramids? | | How do we hear? |
| CORE TEXT | The thieves of Ostia  | Escape from Pompeii  | Demon Dentist  | Egyptian Cinderella  | The Jungle Book  | Zin Zin Violin  |
| EXTRA TEXTS | Eyewitness- Ancient Rome | The Roman Soldier's Handbook by Lucia Imperiosa | Human Body Odyssey by Dominic Walliman The Enormous Crocodile by Roald Dahl | | Classic tales from India by Vatsala Sperling | Music: A fold-out graphic history by Nicholas O'Neill |
| WRITING PURPOSE & MAIN TASKS | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Setting description of a Roman street Diary entries based on Thieves of Ostia Playscript of Romulus and Remus | WRITING TO INFORM <ul style="list-style-type: none"> Newspaper report- Pompeii eruption letter as a Roman soldier based at Arbeia | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Retelling of the Demon Dentist Journey through the digestive system | WRITING TO ENTERTAIN <ul style="list-style-type: none"> setting description Alternative fairy tales | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Internal monologues of characters within the Jungle book | WRITING POETRY <ul style="list-style-type: none"> Onomatopoeia poetry Raps and song lyrics (link to 'different voices' music project) |
| OTHER TASK IDEAS | | WRITING TO PERSUADE <ul style="list-style-type: none"> Gladiator fighting: was it barbaric? | WRITING TO PERSUADE <ul style="list-style-type: none"> Letter to Enormous Crocodile on pros of teeth hygiene | | WRITING TO PERSUADE <ul style="list-style-type: none"> Leaflets and posters based on Gandhi's beliefs of peaceful protests | |

Year 5- English Spine

| TOPIC | Battles, Blackouts and the Blitz | Battles, Blackouts and the Blitz | Spaced Out | Alchemy Island | Heart | Islamic Civilisation |
|------------------------------|---|--|--|--|--|--|
| MAIN FOCUS | <u>HISTORY</u> The cause and effects of WW1 | <u>HISTORY/GEOGRAPHY</u> Life in blackout Britain The impact of WW2 within our local area | <u>SCIENCE</u> Life in blackout Britain The impact of war on child | <u>ENGLISH</u> | <u>SCIENCE</u> | <u>HISTORY/PSHE</u> |
| BIG QUESTION | Silhouette WW1 art What was life like for children before the war? | Did life change for children during World War 2? | What makes up our solar system? | Is reaching the stars beyond our limits? | How do our hearts work? | |
| CORE TEXT | 1918: coming home- Jim Eldridge  | Goodnight Mister Tom- Michelle Magorian  | Space Oddity by Christopher Edge  | The Alchemist's letter by Carlos Stevens (vimeo)  | See Inside your body by Katie Daynes  | The boy at the back of the class by Onjali Rauf  |
| EXTRA TEXTS | | | Spaced Out: Space poetry by James Carter Galaxy of her Women in Space by Libby Jackson | Harry Potter and the philosopher's Stone by J.K Rowling | Romeo and Juliet by Andrew Matthews and Tony Ross | Other Words for Home by Jasmine Warga |
| WRITING PURPOSE & MAIN TASKS | <u>WRITING TO ENTERTAIN</u> Diary entries as a children pre-WW1. SPAG focus: semi-colons to link related sentences; to apply inferencing; expanded noun phrases | <u>WRITING TO ENTERTAIN</u> To use inferencing to describe a setting SPAG focus: semi-colons to link related sentences; to apply inferencing; expanded noun phrases | <u>WRITING TO ENTERTAIN</u> Writing a fantasy narrative, building suspense and drama SPAG focus: short and long sentences; ellipses; dialogue | <u>WRITING TO ENTERTAIN</u> Using figurative language to write a narrative based on the Alchemist's Letter SPAG focus: similes; metaphors | <u>WRITING TO ENTERTAIN</u> To create an alternative ending based on the story Romeo and Juliet SPAG focus: colons for emphasis; fronted adverbials; relative clauses. | <u>WRITING TO ENTERTAIN</u> To write a diary in role, thinking about British values and current affairs SPAG focus: use of modal verbs; changing paragraphs accurately and consistently |
| OTHER TASK IDEAS | <u>WRITING TO ENTERTAIN</u> To write a historical narrative Based on the 1914 Christmas truce SPAG focus: relative clauses; apply 5 different adverb types; prepositional phrases | <u>WRITING TO PERSUADE</u> To write a persuasive propaganda article SPAG focus: rhetorical questions; power of 3; superlatives; powerful vocabulary; repetition | <u>WRITING TO INFORM</u> To write a biography for a significant person SPAG focus: parentheses; subordinate clauses; direct quotes | <u>WRITING TO INFORM</u> To write a newspaper report based on the works of Nicolas Flamel SPAG focus: direct and reported speech; alliteration; time conjunctions | <u>WRITING TO INFORM</u> To write a non-chronological report based on research of the circulatory system SPAG focus: conjunctions; formal language; sentence starters; modal verbs; parenthesis | SPAG preparation for Year 6 |

Year 6 - English Spine

| TOPIC | GALLERY WANNABIES | TIP OF THE ICEBERG | OFF WITH THEIR HEADS | ISLAND AHOY! | THE ART OF MUSIC | CONFLICT THROUGH TIME |
|------------------------------|--|--|--|--|--|---|
| MAIN FOCUS | <u>ART/ENGLISH</u> art through time | <u>GEOGRAPHY</u> Exploring the harsh reality of life on the North and South Poles | <u>HISTORY</u> The Tudors | <u>GEOGRAPHY</u> North American civilisation, culture and music | <u>MUSIC/PSHE</u> Mood development through music | <u>HISTORY</u> conflict through time |
| BIG QUESTION | How can art convey a story? | What is life really like on the edge of our planet? | What was life really like being married to Henry VIII? | Who were the Mayans? | Can music really help our mental health? | Have conflicts through time ever changed? |
| CORE TEXT | The Arrival by Sean Tan  | The Titanic Detective Agency by Lindsay Littleton  | Treason by Berlie Doherty  | Kensuke's Kingdom by Michael Morpurgo  | The Piano (Vimeo)  | The Roman News  |
| EXTRA TEXTS | Night of the Gargoyles by Eve Bunting Newspaper articles linked migration (WAGOLL) | Mighty Menace poetry | Everything you want to know about the Tudors by Terry Breverton | | Music: A fold-out graphic history by Nicholas O'Neill | The boy who stepped through time by Anna Ciddor |
| WRITING PURPOSE & MAIN TASKS | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Diary entries using inferring skills | WRITING TO ENTERTAIN <ul style="list-style-type: none"> suspense narrative based on a passenger's experience of the Titanic. | WRITING TO ENTERTAIN <ul style="list-style-type: none"> Historical narrative and letters based on the Tudor period | WRITING TO ENTERTAIN <ul style="list-style-type: none"> | WRITING TO ENTERTAIN Figurative narratives based on The Piano WRITING TO INFORM | WRITING TO ENTERTAIN |
| OTHER TASK IDEAS | WRITING TO PERSUADE <ul style="list-style-type: none"> Persuasive letters and balanced arguments based on child immigration WRITING POETRY <ul style="list-style-type: none"> Narrative poetry | WRITING POETRY <ul style="list-style-type: none"> Figurative poetry | WRITING TO INFORM <ul style="list-style-type: none"> Non-chronological report based on the Tower of London | WRITING TO PERSUADE <ul style="list-style-type: none"> balanced arguments addressing the pros and cons for travelling for a year | WRITING TO INFORM | WRITING POETRY |

Writing Planning and Assessment Tools

Our St James writing progression map is used as both our planning and writing assessment tool. For each writing cycle, appropriate SPaG objectives are selected from the progression map to ensure writing encompasses a range of techniques and grammar focuses which align with the National Curriculum.

SPaG in Writing Progression Map



EYFS

- To write phonetically plausible simple main clauses.
- Capital letters to mark the start of a sentence.
- To use a capital letter for the pronoun 'I'
- Full stops to punctuate a sentence.
- Consistent use of finger spaces.

1

- To begin to write consistently in simple past tense.
- To recognise and apply nouns/proper nouns.
- To recognise and apply a range of verbs.
- To recognise and apply adjectives to create a simple noun phrase.
- Capital letters for proper nouns.
- Plurals adding an -s or -es
- Simple co-ordinating conjunctions: *and, but*
- Writing in both 1st and 3rd person.
- To identify and apply a range of prepositions: *up, down, under, over*
- To introduce the concept of prefixes, beginning with -un
- To identify and apply statements, questions and exclamatory sentences with the relative punctuation.
- To use a range of simple story openers: *once upon a time, many years ago,*

2

- To recognise and apply simple adverbs ending in -ly
- To identify and apply commands.
- Simple subordinating conjunctions: *because, if, as, when, that*
- To begin to recognise and apply similes.
- To introduce the concept of suffixes, beginning with -ness and -er
- To apply adjectives formed with the addition of the suffix -ful
- Using commas to separate lists.
- Using commas to separate two consecutive adjectives.
- To identify and apply direct speech with inverted commas.
- To begin to use simple one-word fronted adverbials.
- Writing consistently in 1st, 2nd and 3rd person.
- To identify and apply compound words.
- To understand when to use the determiners 'a' and 'an.'

4

- To apply expanded noun phrases which include a prepositional phrase: *determiner, adjective, noun, prepositional phrase.*
- To begin sentences with both adverbs and adverbial phrases followed by a comma.
- To use apostrophes to indicate possession.
- To identify and apply adjectives, comparatives and superlatives.
- To emphasise a point through the use of repetition or 'the power of three.'
- To apply reported clauses both before and after direct speech.
- To be able to distinguish the difference between direct and reported speech.
- To identify and apply determiners indicating quantity: *three, some, several, plenty of.*
- To apply more exciting synonym choices to writing, as well as identifying antonyms.
- To identify a subordinate clause within a sentence.
- Colons for playscripts or to begin a list
- Use ellipses to develop suspense

3

- To organise extended pieces of writing using paragraphs.
- To apply expanded noun phrases: *determiner, adjective, noun*
- To apply a range of fronted adverbials followed by a comma.
- To apply apostrophes to show omission: *don't wouldn't*
- To recognise and apply all types of co-ordinating conjunctions.
- To use adverbs to express time and place: *soon, afterwards, next*
- To understand that nouns, proper nouns and pronouns can all be the subject of a sentence.
- Identifying the subject and object within a sentence.
- To use inverted commas and a comma to indicate direct speech, followed by a reported clause.
- To understand and apply the appropriate homophone.

5

- To be able to identify relative pronouns and include relative clauses within a piece of writing.
- To identify and apply the 5 different adverb types: *time, frequency, manner, degree, place*
- To be able to identify and apply adverbial phrases at the beginning and within a sentence.
- To use semi-colons to replace a conjunction and to connect two related main clauses.
- To be able to apply all types of subordinate conjunctions.
- To be able to use a combination of short and complex sentences to develop suspense.
- To identify and apply fronted prepositional phrases: *far beneath the frozen soil,*
- To apply embedded clauses.
- To use a new line for a new speaker when including direct speech.
- To confidently use both similes and metaphors to add description.
- To identify and use all three types of parentheses.
- To identify and use modal verbs to indicate possibility.
- To use rhetorical questions.

6

- To apply colons to continue an idea, emphasise a word or to provide a definition.
- To move a story along through the use of both direct speech and narrative passages.
- To use semi-colons to demarcate within a list.
- To use all 5 types of figurative language: *simile, metaphor, personification, hyperbole, onomatopoeia*
- To use the subjunctive form during formal writing: *If I were you...*
- To use a sentence starter which begins with a verb: *sitting quietly, pondering over a cup of tea,*

Each year group's learning should also encompass the SPaG objectives from all previous year groups.

Year 2-6 Writing Cycle sequence (2-3 weeks long)

COLD WRITE: Begin at least one unit per half-term with a cold write for assessment in writing

HOOK: Introduce children to new unit of work with a hook. This may be an image, video, piece of music or dramatic performance/ role play.

WAGOLL/TEXT TYPE ANALYSIS: Children should always be provided opportunities to analyse text-type features through a WAGOLL or example through core texts.

WRITER'S THEATRE: Adults model the reading of a text, focusing on pace, stress, volume and intonation. Children to use echo reading and paired reading to develop fluency and understanding of the text.

NEW LEARNING/SPAG/IMPLEMENTING TEXT TYPE FEATURES: This should be the bulk of your teaching, allowing children adequate time to: apply the text-type features through an array of topics; apply appropriate, previously-learnt SPAG techniques to the current unit of work; and explore new learning, both SPAG and skills-based, which can be applied to the specific genre of writing highlighted within the unit of work.

HOT WRITE: Children are provided with the opportunity to apply their understanding of the unit text type and complete an independent, assessed piece of writing.

EDIT/RE-DRAFT : Feedback provided by a teacher. Children are to then be given the opportunity to edit their work and submit a second draft.

Writing Cycle Learning Objective and Success Criteria

Date: week beginning of
Writing Cycle

Writing Cycle Learning Objective

SPAG content that children are expected to use within their work. This content should be drawn from children's previous knowledge and should be a reinforcement of their earlier understanding.

A new SPAG or text type feature which has not been previously taught.

An image, WAGOLL or extract of a text which is relevant to the current Writing Cycle.

| | |
|---|---|
| WB: Monday 11 th October 2021 | |
| LO: Writing Cycle 3: I can write a playscript | |
| SPAG | I can use interesting adverbs I can use an ellipsis to indicate a dramatic pause I can use capital letters for emphasis I can use a range of sentence types |
| Text type features | I can include a stage setting I can include a cast list I can write the character name in the margin, followed by a colon I can write in the present tense I will <u>not</u> use inverted commas to indicate speech within a playscript |
| New learning | I can use parentheses to indicate stage directions |



The intention of the Writing Cycle LO and SC is to measure children's progress against the assessment tool and throughout their school learning. The insert will be stuck in each English book at the start of each Writing Cycle (approx. 2 weeks per cycle) and the SC can be highlighted at the end of the cycle in regards to what a child has achieved. Templates can be found in the Google Shared Drive.

A list of features that children are expected to use within this text type. Teachers should draw this information from the Text Type Guidance documents.

