



WRITING

English

Writing



St. Joseph's Catholic  
Primary School



# Intent



## I AM AN AUTHOR

### Our Writing Vision

- Write clearly, accurately and coherently for a range of purposes and audiences
- Write with grammatical accuracy
- Have the stamina to independently write at length
- Use carefully selected and ambitious vocabulary to impact the reader
- Be a confident, independent writer with an understanding of how to improve work
- Develop a love for writing as a lifelong means of communication and expressing ourselves



By the time our pupils leave St. Joseph's, we want them to be able to:

- **Write with purpose**, understanding the purpose and audience of a piece of writing.
- **Use imaginative description**, developing an appreciation of how best to convey ideas through description.
- **Organise writing appropriately**, developing an appreciation of how best to convey ideas through description.
- **Use paragraphs**, understanding how to group ideas to guide the reader.
- **Use sentences appropriately**, using different types of sentences appropriately for both clarity and for effect.
- **Present neatly**, understanding of handwriting and clear presentation.
- **Spell correctly**, understanding the need for accuracy.
- **Punctuate accurately**, understanding that punctuation adds clarity to writing.
- **Analyse writing**, understanding how grammatical choices give effect and meaning to writing.
- **Present writing**, learning to reflect upon writing and reading it aloud to others.

# Implementation & Impact

## Implementation

Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed. Each year group have a yearly overview of writing across a range of genres, ensuring that children are able to write for a range of purposes and audiences.

We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers share next steps through the marking framework to ensure that children know exactly what they need to do to make progress. We also ensure that appropriate scaffolds are put in place for children who need it.

We follow the EEF's 'Five a Day Approach', particularly for children who are identified as working below age-related outcomes, those on the SEN register or those with English as an additional language. These children are provided with interventions or support to help them develop their writing, at a level that is matched to their individual needs. The nature of the intervention will be decided by the teacher, with support from the SENDco. Provision in class may include working in a small group work with an adult, using scaffolds or using technology to assist with completion of work.

## Impact

Children leave St Joseph's as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning.

### The impact of our writing curriculum will be measured through:

- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, book scrutinies, drop- ins, discussions with staff etc.
- Assessing children's knowledge of key component learning as set out within schemes of work
- Assessing children's understanding of grammatical vocabulary and rule
- Summative assessment of grammatical knowledge and spelling using tests (3 x per year)
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning
- Sharing good practice among staff
- Marking of written work in books against the school's marking policy and using year group TAFs
- The writing lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point

# Sequence of Lessons

At our school, we want our children to develop a thorough and secure understanding of how to write effectively, for purpose and for audiences. To achieve this, we ensure that writing is taught progressively and with purpose, through carefully planned sequences that build knowledge and skills over time.

Each writing unit begins with teachers identifying a high-quality novel or text, alongside a specific genre that pupils will work towards. Teachers then plan a structured sequence of lessons designed to immerse children in the text, explore the genre, and build towards an extended piece of writing. Throughout the cycle, children are given the opportunity to apply their learning into short pieces of writing.

## Immersion in the Text & Genre

### Structure and Features

Children analyse a model text to identify key grammatical features, text structure and language specific to that genre. This builds an understanding of reason for writing, and style of genre.

### Vocabulary & Comprehension

Pupils are introduced to the chosen novel and genre through an engaging comprehension session, that builds an understanding of reason for writing, and style of genre. Children explore the vocabulary within the model text and start to build their own repertoire in preparation to write.

### Oracy

Children engage in structured oracy opportunities – such as debates, drama, role play, discussions or storytelling. This allows for exploration of character, themes and key ideas. It helps them to verbalise their thoughts, apply vocabulary and clarify their understanding before writing.



## Sentences

### Grammar and Punctuation

Grammar and identified punctuation is taught explicitly but within the context of the writing being studied.

### Sentence Construction

Children are taught to construct different types of sentences that incorporate the punctuation and vocabulary taught in previous lessons.

## Planning and Drafting

### Planning

Children are guided through the process of planning their own writing ensuring they include everything learnt so far.

### Drafting, Editing and Improving

Drafting allows them to put everything into practice with the freedom to make edits to their vocabulary choices, sentence selection and correct spellings.

## Publishing and Sharing

### Independent Write

Children publish their final piece using their draft. Depending on the genre, children can present their writing in different ways.

### Sharing, Editing and Improving (Redrafting)

Final pieces are shared with an audience, giving writing a real purpose. Not only does this boost motivation, pride and a sense of achievement, it also provides pupils advice for improvements from their peers.



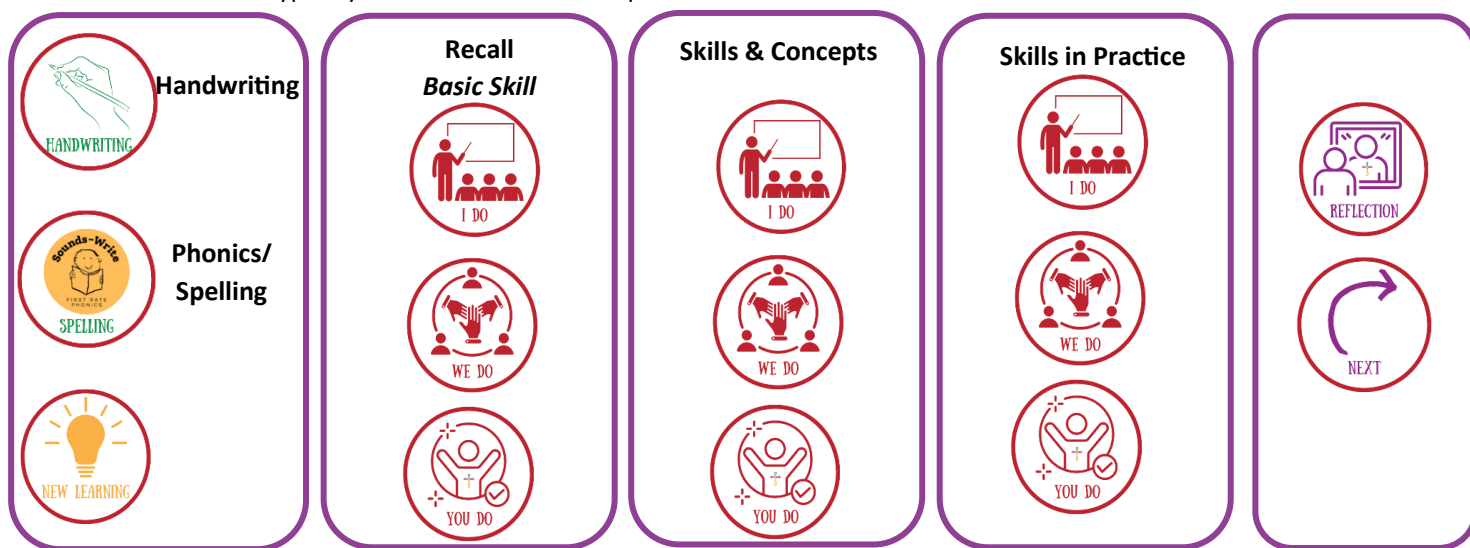
# Lesson Pedagogy

Our writing lessons follow our signature, evidence-informed pedagogy which includes modelling, guided practice and independent practice. This structure supports pupils in gradually developing their skills and knowledge they need to succeed. Each lesson follows a carefully designed sequence that moves from explicit teaching to independent application. The process is repeated allowing pupils multiple opportunities to rehearse, refine and embed their learning.

This approach reduces cognitive load by breaking learning into repeated, manageable steps.

It ensures pupils are not expected to apply new knowledge prematurely, increasing both confidence and accuracy.

Lessons are typically broken down into these parts:



Lessons in Key Stage 1 may vary from the above structure. Teachers use their judgement if their class are ready for the above pedagogy.

## 1. Handwriting and Letter Formation

Lessons begin with handwriting practice, following our agreed sequence of letter formation. Pupils complete this as a class activity; however, those requiring more targeted support work closely with an adult.

## 2. Spelling

The next part of the lesson focuses on spelling, using the Sounds-Write approach.

## 3. New Learning

The main learning objective for the lesson is introduced, and key vocabulary is shared with the pupils.

## 4. Recall

This section uses the *I do, we do, you do* approach to reinforce the basic skill of the lesson. For example, if the focus is on sentence construction using expanded noun phrases, this part will concentrate on identifying adjectives.

## 5. Skills & Concepts

The *I do, we do, you do* approach is repeated, with increased challenge. Activities may include constructing sentences with expanded noun phrases, up-levelling teacher-provided sentences, and using sentence stems.

## 6. Skills in Practice

The *I do, we do, you do* process is applied once more, with pupils now using their learning to write a full paragraph.

## 7. Reflection

Pupils reflect on the key learning from the lesson and share their successes. The teacher guides them in assessing their understanding and evaluating whether they have met the learning objective and if any edits need making to improve their work.

## 8. Next

The lesson concludes with a short pre-teaching session that introduces the topic for the next lesson, helping pupils prepare and build anticipation for future learning and understand the purpose of the current lesson.

# Purposes for Writing

Across each year group, the genres we teach are carefully selected to align with a specific purpose — to entertain, inform, persuade, or discuss. By focusing on purpose, we ensure that children understand the reason behind their writing, which gives it meaning and relevance.

From the outset, pupils are made aware of why they are writing and who their intended audience is. This clarity helps them to make purposeful language and structural choices, and to see writing as a real and meaningful form of communication — not just a classroom task.

By embedding purpose and audience into every unit, we help children become thoughtful, adaptable writers who can apply their skills across a range of contexts.

## To Entertain

Stories  
Narrative  
Descriptions  
Poetry  
Characters

Year 1/2, Year 3/4 ,

## To Inform

Recount  
Letter  
Instructions  
Explanation  
Report

Year 1/2, Year 3/4 ,

## To Persuade

Advert  
Letter  
Speech  
Poster  
Campaign

Year 3/4 & Year 5/6

## To Discuss

Balanced Argument  
Newspaper Article  
Review

Year 5/6

### To Entertain

This type of writing is meant to **capture the reader's imagination** and make them enjoy what they're reading. It often includes stories, poems, or plays with interesting characters, exciting events, and creative language

#### Examples

Stories, fairy tales, comic strips, poems

### To Inform

Informative writing is used to **give facts or explain something clearly**. It helps the reader learn about a topic by using accurate information and clear structure.

#### Examples

Reports, instructions fact files non-fiction texts, biographies

### To Persuade

Persuasive writing is used to **convince the reader to think or do something**. It uses strong arguments, emotive language, and reasons to support a point of view.

#### Examples

Adverts, letters, posters, opinions

### To Discuss

This type of writing is used to **explore different sides of an issue or topic**. It presents arguments for and against, helping the reader understand various viewpoints before forming their own opinion.

#### Examples

Balanced argument, debates, discussion texts

# Handwriting

Handwriting is a fundamental skill that supports communication, literacy, and overall academic success. At our school, handwriting is taught progressively from Early Years Foundation Stage (EYFS) through to Key Stage 2, ensuring that children develop the foundational knowledge and motor skills needed for fluent, legible writing.

## EYFS

In EYFS, handwriting development begins long before formal letter formation. We focus on building **gross and fine motor skills**, which are essential for pencil control and writing readiness.

- **Gross Motor Development – Development of Core Strength, Shoulder Stability, Elbow/Wrist Control**  
Activities such as climbing, crawling, balancing, scarf dancing and using large equipment help strengthen core muscles, shoulders, and arms. These skills provide the stability needed for controlled hand movements during writing.
- **Fine Motor Development – Development of Wrist, Hand and Finger Strength and Endurance**  
Children engage in activities like threading beads, using tweezers, playdough manipulation, and peg boards to strengthen finger muscles and improve dexterity. These experiences prepare children for a secure pencil grip.
- **Early Mark-Making**  
Children start by making **purposeful marks**, progressing from random scribbles to controlled patterns. They practise drawing **lines, curves, and shapes**, which are the building blocks of letter formation.
- **Pencil Grip and Control**  
Teachers model correct grip and posture, supporting children to hold writing tools effectively. As control develops, children begin forming letters during **phonics lessons**, linking sounds to symbols to make handwriting meaningful.

## Key Stage 1

Children are taught individual letters from specific letter groups using a clear printed style. Teachers model correct formation and provide guided practice, focusing on:

- Consistent starting points and directionality.
- Accurate letter sizing and spacing.
- Reinforcement through daily handwriting sessions and cross-curricular writing opportunities.

When children are ready, they transition to cursive handwriting:

- Individual cursive letters taught in a structured sequence.
- Gradual introduction of joins within words, following the same letter group structure.

## Key Stage 2

Handwriting is taught daily to consolidate skills and develop fluency. Pupils practise:

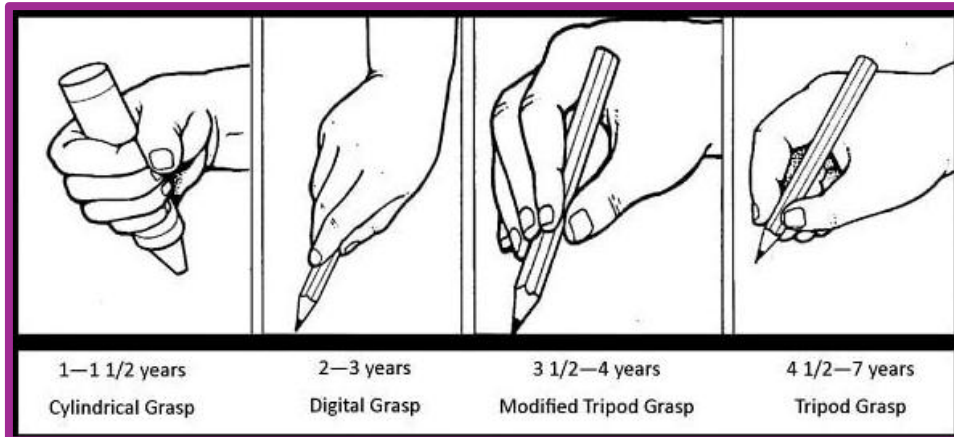
- Diagonal and horizontal joins explicitly.
- Increasing speed and consistency while maintaining legibility.
- Developing a personal style that supports efficient writing across the curriculum.

We ensure handwriting is accessible for all learners through targeted interventions:

- Additional gross and fine motor sessions may be implemented.
- Bubble writing for pupils struggling with letter sizing and correct formation.
- Slanted boards, pen grips, and other aids recommended by Occupational Therapy.
- Where fine motor skills and handwriting continues to be a problem, the use of touch typing and word processing will be considered.

# Handwriting

## Pencil Grasp Progression



## Progression of a Child's Writing

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

1. Pictures	2. Random Scribbling	3. Scribble Writing (Written in linear fashion to mimic real writing.)	4. Symbols That Represent Letters
5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	7. Letter Groups (The groups have spaces in between to resemble words.)	8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

## Progression of a Child's Drawing

Basic Scribbles

Dots Lines multiple lines Zig-zags Roaming lines Whirls Loops Circles

Combined Scribbles

Crosses Mandalas Stars Closed Shapes

Suns

Sun Faces

Human Figures With Limbs

Human Figures With Torsoes

Human Figures With Limbs Used in Drawings



Printed Letter Formation

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Cursive Letter Formation

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

# Handwriting

## Easy Letters

i l t	u w e	ill	we	cow	lad	ham
c o	a d	it	wet	owe	add	mend
n m h		lit	wilt	ice	toad	hand
		tilt	lute	coil	data	them

## Hard Letters

j y	g q	b p k	yell	huge	bap	vans	fox
n s r	f z x		eye	going	kept	stars	zoo
			jaw	quay	apple	rest	oxen
			jay	queen	back	ever	fuzzy

Please note: There has been a change for the formation of f.

## Horizontal Joins

no	wo	ru	wa	oc
ro	wn	ve	re	oe

## Diagonal Joins

an	co	di	ei	hu	im
ka	li	ma	np	ui	

# Writing Progression – Handwriting and Presentation

Handwriting and Presentation						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b></p> <p>To use and understand the purpose of one-handed tools and equipment e.g. scissors and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>To move in a range of ways, beginning to safely negotiate space.</p> <p>To begin to sequence letters in a simple CVC word.</p> <p><b>Reception</b></p> <p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>Hold a pencil effectively and write letters, most of which are correctly formed.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters, belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To use finger spaces.</p> <p>Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2</p> <p>To write full date and underline on each piece of work (short date maths)</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>



# Careers within English



Part of our mission is to prepare our children to achieve well and inspire them to **dream big**. We want our pupils to understand the purpose of their learning and make links between the skills they learn and how it will help them in the world of work.

Careers associated with English are discussed during lessons. In addition, at the start of certain lessons, teachers may share the following videos which explicitly outline how the content of the lesson will help them in the world of work.

Writing Skills	
Writing to Persuade	<a href="https://www.youtube.com/watch?v=LGyt6fIS0uU">https://www.youtube.com/watch?v=LGyt6fIS0uU</a> <ul style="list-style-type: none"> <li>Estate Agent - <a href="https://www.bbc.co.uk/bitesize/articles/zjyy2sg">https://www.bbc.co.uk/bitesize/articles/zjyy2sg</a></li> </ul>
Writing to Inform	Coming Soon <ul style="list-style-type: none"> <li>Journalist - <a href="https://www.bbc.co.uk/bitesize/articles/zqmts82">https://www.bbc.co.uk/bitesize/articles/zqmts82</a></li> <li>Receptionist - <a href="https://www.bbc.co.uk/bitesize/articles/zbcyd6f">https://www.bbc.co.uk/bitesize/articles/zbcyd6f</a></li> </ul>
Writing to Argue	<a href="https://www.youtube.com/watch?v=3sAD7nzbBG4">https://www.youtube.com/watch?v=3sAD7nzbBG4</a> <ul style="list-style-type: none"> <li>Member of Youth Parliament - <a href="https://www.bbc.co.uk/bitesize/articles/zmdct39">https://www.bbc.co.uk/bitesize/articles/zmdct39</a></li> <li>Politician - <a href="https://www.bbc.co.uk/bitesize/articles/zkt6cqt">https://www.bbc.co.uk/bitesize/articles/zkt6cqt</a></li> </ul>
Writing to Describe/Entertain	Coming Soon
Formal VS Informal	<a href="https://www.youtube.com/watch?v=9DLyE6WUZqI&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=4">https://www.youtube.com/watch?v=9DLyE6WUZqI&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=4</a>
Punctuation	<a href="https://www.youtube.com/watch?v=NAKllcz-wL8&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=12">https://www.youtube.com/watch?v=NAKllcz-wL8&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=12</a>
Sentences	<a href="https://www.youtube.com/watch?v=YpPaj3cW40M&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=11">https://www.youtube.com/watch?v=YpPaj3cW40M&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=11</a>
Spelling	<a href="https://www.youtube.com/watch?v=XKzHrKihHgw&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=10">https://www.youtube.com/watch?v=XKzHrKihHgw&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=10</a>
Grammar	<a href="https://www.youtube.com/watch?v=FopE-24cxPg&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=13">https://www.youtube.com/watch?v=FopE-24cxPg&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=13</a>
Drafting	<a href="https://www.youtube.com/watch?v=dMXLsz3C9Ok">https://www.youtube.com/watch?v=dMXLsz3C9Ok</a>
Non-Fiction	<a href="https://www.youtube.com/watch?v=tgRJ9-iQ0uo">https://www.youtube.com/watch?v=tgRJ9-iQ0uo</a>
Vocabulary	<a href="https://www.youtube.com/watch?v=sqVX64LEwwA&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=15">https://www.youtube.com/watch?v=sqVX64LEwwA&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=15</a>
Speaking Skills	
Debating and Arguing	<a href="https://www.youtube.com/watch?v=a6KkPrus6Q4&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=3">https://www.youtube.com/watch?v=a6KkPrus6Q4&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=3</a> <ul style="list-style-type: none"> <li>Barrister - <a href="https://www.bbc.co.uk/bitesize/articles/zjxmqr">https://www.bbc.co.uk/bitesize/articles/zjxmqr</a></li> </ul>
Drama/Role Play	<a href="https://www.youtube.com/watch?v=GtXeMIDro">https://www.youtube.com/watch?v=GtXeMIDro</a> <ul style="list-style-type: none"> <li>Content editor - <a href="https://www.bbc.co.uk/bitesize/articles/z46d47h">https://www.bbc.co.uk/bitesize/articles/z46d47h</a></li> <li>Drama Facilitator - <a href="https://www.bbc.co.uk/bitesize/articles/z47rxyc">https://www.bbc.co.uk/bitesize/articles/z47rxyc</a></li> <li>Production Manager - <a href="https://www.bbc.co.uk/bitesize/articles/zjwh8xs">https://www.bbc.co.uk/bitesize/articles/zjwh8xs</a></li> <li>Music Production Manager - <a href="https://www.bbc.co.uk/bitesize/articles/z4sm8xs">https://www.bbc.co.uk/bitesize/articles/z4sm8xs</a></li> </ul>
Speaking and Listening	<a href="https://www.youtube.com/watch?v=zL5mrYb-M08&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=8">https://www.youtube.com/watch?v=zL5mrYb-M08&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=8</a> <ul style="list-style-type: none"> <li>999 Call Handler - <a href="https://www.bbc.co.uk/bitesize/articles/zhp9y9q">https://www.bbc.co.uk/bitesize/articles/zhp9y9q</a></li> <li>Ambulance Dispatcher - <a href="https://www.bbc.co.uk/bitesize/articles/zmvkmkn">https://www.bbc.co.uk/bitesize/articles/zmvkmkn</a></li> <li>Counsellor - <a href="https://www.bbc.co.uk/bitesize/articles/ztw87v4">https://www.bbc.co.uk/bitesize/articles/ztw87v4</a></li> <li>Speech and Language Therapist - <a href="https://www.bbc.co.uk/bitesize/articles/z42kcmn">https://www.bbc.co.uk/bitesize/articles/z42kcmn</a></li> </ul>
Poetry	
Rhythm	<a href="https://www.youtube.com/watch?v=7bUcrC0vX0U&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=8">https://www.youtube.com/watch?v=7bUcrC0vX0U&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=8</a>
Reading	
Character	<a href="https://www.youtube.com/watch?v=Sdm6O1PfebY&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=14">https://www.youtube.com/watch?v=Sdm6O1PfebY&amp;list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&amp;index=14</a>
Paragraphs	<a href="https://www.youtube.com/watch?si=3fX5Ygl9b8nZnkvw&amp;v=6Ls0ZfhSmmc&amp;feature=youtu.be">https://www.youtube.com/watch?si=3fX5Ygl9b8nZnkvw&amp;v=6Ls0ZfhSmmc&amp;feature=youtu.be</a>
Sentences	<a href="https://www.youtube.com/watch?v=g6f13j8lpag">https://www.youtube.com/watch?v=g6f13j8lpag</a>





# Oracy

## Intent

At St. Joseph's, we strongly believe that our pupils' voices need nurturing and support to help them express themselves confidently and with ease. We want our children to be confident speakers, who can articulate their thinking and feelings, allowing them to stand shoulder to shoulder with others in their life.

As a school, we do not see oracy as a stand-alone subject, but rather as a tool that is utilised across the curriculum and plays an integral part of the teaching and learning here. We feel it is our responsibility to prepare our pupils for the world around them and aid them on their journey to becoming independent citizens who can effectively discuss their feelings, thoughts and opinions.

## Implementation

**As per our intent, oracy is interwoven across our curriculum and part of our everyday routines. Purposeful resources and strategies are used to encourage learning through talk and learning to talk, including:**

- Rules for talking - Progressive 'How We Talk' rules are displayed in each class so that pupils are constantly aware of what is expected of them during conversations and discussions.
- Planned discussions – As a pair, small group or whole class. Think, pair, share and talk partners during lessons, and goal free problems are used in every maths lesson.
- Sentence stems displayed in lessons. For example, if pupils are focusing on 'challenge', there may be talking stems on how to do this such as. *'I disagree because...'* *'Have you considered...?'*
- Drama activities - Hot seating and role play
- Debating and presenting
- Choral reading
- Weekly British Values assemblies using Picture News which allows children to discuss issues in the news that week.
- Specific praise linked to oracy.
- Participation in events across our Trust, such as Debate Mate.
- Clear modelling of oracy from staff so that pupils have role models who are constantly embedding and demonstrating how to have a skilled conversation.

During English lessons, teachers are encouraged to probe, use participation and provide prompts and pointers, such as sentence stems.

We have progressive Talking Rules from EYFS to Year 6 as well as Types of Talk instructions. Which should be displayed and referred to during these oracy tasks.

## Types of Talk

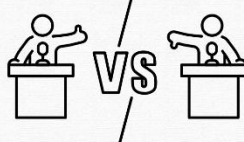
As children move through school, the curriculum and opportunities provided provides new challenges and opportunities for oracy that build on previous learning. There are planned, broad experiences of talk that allow for all to develop their confidence and self-esteem when talking, especially in front of audience.

Pupils have the opportunity to practice a variety of types of talk and practise the different oracy outcomes:

- Exploratory talk
- Recitation
- Debate and persuasion
- Informing and teaching
- Entertainment and expression – Using the skills they have learnt during their group reading sessions, children will have the chance to use their prosody skills to entertain others when reading aloud

Children are given the opportunities to speak in front of varying audiences, such as the whole school, parents, parishioners in church or governors.

## DEBATING



Presenting persuasive argument, ask questions and answer appropriately.

### Think

Construct your sentence in your head before speaking

### Speech

Speak clearly in full sentences with correct pronunciation

### Volume

Speak loud enough for all to hear, but do not speak over others

### Reasons

Explain the reasons for your views, backing up with evidence

### Listen

Actively listen to the view point of others and give eye contact.



SELF-BELIEF



RESPECT



CONFIDENCE



## ROLE PLAY & DRAMA



Acting out a fictional scenario and pretending to be character

### Rehearse

Be clear on your role and your character - don't giggle

### Voice

Use tone, projection and an appropriate style for the role

### Body

Use facial expressions, hand gestures and body movements

### Listen

Actively listen to others playing a role and respond respectfully.



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## GROUP TALK



During Group Talk, everyone in the group should have opportunity to express their ideas and views.

### Take Turns

Make sure everyone has a turn to contribute. Don't talk over each other.

### Listen

Listen actively to each other. Use eye contact and facial expressions.

### Volume

Keep your volume appropriate for the classroom

### Explain

When sharing your view, give reasons



RESPECT



## PRESENTING



Presenting information, view points and ideas to an audience

### Speech

Speak clearly in full sentences with correct pronunciation

### Volume

Speak loud enough for all to hear.  
Use intonation and gestures to keep interest

### Vocabulary

Use good vocabulary, humour and rhetorical questions

Everyone else should be actively listening



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# Oracy & Vocabulary Progression

	Progression in Oracy across the Curriculum					
	Physical		Linguistic		Cognitive	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. e.g. in a news session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. . Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to take turns independently and ensure all members contribute.	Speak clearly and confidently when explaining learning to an adult in front of the class. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. live presentation in class assembly. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct, or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g in the	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. e.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during an assembly.
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

# Oracy & Vocabulary Progression

Oracy and Vocabulary						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence stems</b>  I like... I don't like... One day... Next... Finally... I think...because I went to... The.... is .....	<b>Sentence stems</b>  I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...	<b>Sentence stems</b>  I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where.... I predict that...	<b>Sentence stems</b>  An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...	<b>Sentence stems</b>  An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...	<b>Sentence stems</b>  In my opinion... I have two main reasons for... In some ways... Another feature... However, they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...	<b>Sentence stems</b>  On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration reflection... In summary... The consequences of...
<b>Vocabulary</b>  Letter, capital letter, word, label, phrase, sentence, full stop.	<b>Vocabulary</b>  letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	<b>Vocabulary</b>  To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	<b>Vocabulary</b>  conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	<b>Vocabulary</b>  determiner, pronoun, possessive pronoun and adverbial	<b>Vocabulary</b>  Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets, modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity	<b>Vocabulary</b>  Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object, active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



# Writing Progression - Composition

## Writing Composition: Planning, Editing, Purpose and Audience

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b></p> <p>Express their ideas and feelings and their experiences using simple sentences and begin to use conjunctions to connect thoughts e.g. and, because, or.</p> <p>To recognise familiar print in their environment and to become more aware of spoken language.</p> <p>Begin to segment and blend simple CVC words.</p> <p><b>To being to give meaning to their mark making.</b></p> <p><b>Reception</b></p> <p>To begin to develop their own narratives and explanations by connecting ideas or events.</p> <p>Express their ideas and feelings and their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>	<p><b>To say out loud what they are going to write about.</b></p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. Use a story map. Use 5-part story plan opening, build up, problem, resolution, ending.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p><b>To write about personal experiences and those of others (real and fictional).</b></p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text.</p> <p><b>To encapsulate what they want to say, sentence by sentence.</b></p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p><b>To begin to organise their writing into paragraphs around a theme.</b></p> <p><b>To compose and rehearse sentences orally (including dialogue).</b></p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

# Writing Progression - Composition

Writing composition: Planning, Editing, Purpose and Audience						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b> To experience a range of different genre and texts types and begin to use and understand related vocabulary.</p> <p>To represent what they have learned through books in their play e.g. story language, instructions in the home corner.</p> <p><b>Reception</b> To understand the purposes of different text types and comment on their features.</p> <p>To invent, adapt and recount different narratives with peers and their teachers.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p><b>To start to engage readers by using adjectives to describe.</b></p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p><b>To read aloud what they have written with appropriate intonation to make the meaning clear.</b></p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p><b>To begin to create settings, characters and plot in narratives.</b></p>	<p><b>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</b></p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

# Writing Progression – Grammar and Punctuation

Grammar and Punctuation						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery</b> To begin to blend and segment words orally and in written form.</p> <p>To begin to express their opinions and ask questions about texts and their own experiences.</p> <p><b>Reception</b> To use past, present and future tenses accurately when talking about events that have happened or are to happen in the future.</p> <p>To begin to use conjunctions orally and in written work, with modelling and support from their teacher.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To use simple sentence structures.</p> <p>To explore language and vocabulary in stories and the environment, and begin to use them accurately.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
<p><b>Nursery</b> To be able to connect ideas and communicate them to others.</p> <p><b>Reception</b> To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scruffle, who was a famous inventor, had made a</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>

				To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	new discovery.	
<p>To be aware of capital letters and understand that there is a corresponding lowercase letter.</p> <p>To use capital letters when writing their name.</p> <p>To begin to use finger spaces and full stops to punctuate sentences.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences. To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks;</li> <li>commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<p><b>Nursery</b></p> <p>To begin to be aware of the different meaning of print in their environment.</p> <p>To understand that books and technology can be used to relay information.</p> <p><b>Reception</b></p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>To begin to recognise and use the terms, letter, word, finger space and full stop.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>



# Sentence Construction Progression

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 1/2	Simple Sentences	<p>I went to the park.</p> <p>The castle is haunted.</p> <p>Hannah has a blue car.</p>	<ul style="list-style-type: none"> <li>Write a simple sentence.</li> <li>Expand and develop simple sentences by adding: a noun phrase.</li> <li>Start sentences with the subject.</li> <li>To avoid repetition, start with a personal pronoun (I, he, she, they, it, we).</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>
	Connected Sentences	<p>It was a cold day, <b>and</b> it was raining.</p> <p>He couldn't see <b>because</b> it was dark.</p>	<ul style="list-style-type: none"> <li>Write in sentences using a wider range of conjunctions: And, or, but, so, because, so that, then</li> </ul>	<ul style="list-style-type: none"> <li>Join words and join clauses using 'and'</li> </ul>
	All the Ws	<p><b>Would</b> there ever be another opportunity like this one?</p> <p><b>Who</b> would take over this role now?</p> <p><b>What</b> if you had all of the money in the world?</p> <p><b>Why</b> do zebras have stripes?</p>	<ul style="list-style-type: none"> <li>Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?</li> </ul>	<ul style="list-style-type: none"> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2)</li> <li>Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)</li> </ul>
	List sentences	<p>It was a <b>dark, long, leafy</b> lane.</p> <p>She had a <b>cold, cruel</b> cackle.</p> <p>It was a <b>cold, wet, miserable</b> Wednesday afternoon.</p> <p>His hair was <b>long, brown</b> and <b>unwashed</b>.</p>	<ul style="list-style-type: none"> <li>A list sentence must have 3 or 4 adjectives before the noun.</li> <li>Use <i>and</i> between the final 2 adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Commas to separate items in a list p. 76 (English Appendix 2)</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly] p. 32 (LKS2 programme of study)</li> </ul>
	Short	<p>Oh no!</p> <p>Then it happened.</p> <p>He stopped.</p> <p>Everything failed. The door opened.</p> <p>What's wrong?</p>	<ul style="list-style-type: none"> <li>1-3 word sentences possibly with an exclamation mark or question mark.</li> <li>Begin to discuss exclamations, questions, statements and commands with the children.</li> </ul>	<ul style="list-style-type: none"> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2)</li> <li>Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)</li> </ul>

# Sentence Construction Progression

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3 and 4	BOYS	<ul style="list-style-type: none"> <li>He was a friendly man most of the time, <b>but</b> he could become nasty.</li> <li>He could be really friendly, <b>or</b> he could be really miserable.</li> </ul>	<ul style="list-style-type: none"> <li>A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2)</li> <li>Expressing time, place and cause using <b>conjunctions</b>, adverbs or prepositions (p. 76) (English Appendix 2)</li> </ul>
	As -ly	<ul style="list-style-type: none"> <li><b>As</b> the rain came down <b>heavily</b>, the children ran for shelter.</li> <li><b>As</b> the wind screamed <b>wildly</b>, the lost giant lumbered along the path.</li> <li><b>As</b> the water heats up <b>quickly</b>, a change of state happens called 'evaporation'.</li> </ul>	<ul style="list-style-type: none"> <li>The first part of the sentence opens with an action description which starts with the word <b>As...</b> and ends with an adverb.</li> <li>The second part of the sentence is a description of a related, and often consequential, action.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2)</li> <li>Terminology for pupils: subordinate clause (English Appendix 2)</li> </ul>
	ing, _ed.	<ul style="list-style-type: none"> <li><b>Walking</b> in the bush, she <b>stopped</b> at the sight of a crocodile facing her.</li> <li><b>Running</b> near the beach, he <b>halted</b> as the ground gave way.</li> <li><b>Jumping</b> quickly through the air, she <b>landed</b> on her feet before sprinting away</li> </ul>	<ul style="list-style-type: none"> <li>The sentence begins with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</li> <li>Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain <b>where</b> the action is happening.</li> </ul>	<ul style="list-style-type: none"> <li>Terminology for pupils: subordinate clause (English Appendix 2)</li> <li>Using conjunctions, adverbs and <b>prepositions</b> to express time and cause. p.40 (English Appendix 2)</li> </ul>
	Doubly -ly ending	<ul style="list-style-type: none"> <li>He swam <b>slowly</b> and <b>falteringly</b>.</li> <li>He rode <b>determinedly</b> and <b>swiftly</b>.</li> <li>He tiptoed <b>quietly</b> and <b>carefully</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2)</li> </ul>
	Expanded Noun Phrases	<ul style="list-style-type: none"> <li>He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.</li> <li>It was an <b>overgrown, messy</b> garden with a <b>leafless, lifeless</b> tree.</li> <li>The <b>huge, green</b> tractor ploughed the <b>wet, muddy</b> field.</li> </ul>	<ul style="list-style-type: none"> <li>A sentence with an expanded noun phrase has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)</li> </ul>
	Emotion, comma	<ul style="list-style-type: none"> <li><b>Desperate</b>, she screamed for help. <b>Terrified</b>, he froze instantly on the spot where he stood.</li> <li><b>Anxious</b>, they began to realise they were lost.</li> <li><b>Happily</b>, the astronaut stepped safely from the shuttle.</li> </ul>	<ul style="list-style-type: none"> <li>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</li> <li>When teaching, provide an A-Z list of emotions the children could use.</li> </ul>	<ul style="list-style-type: none"> <li>Using fronted adverbials... using commas after fronted adverbials p.40</li> <li>Fronted adverbials p.77 (English Appendix 2)</li> </ul>
	Verb, person	<ul style="list-style-type: none"> <li><b>Running</b>, <b>Sarah</b> almost tripped over her own feet.</li> <li><b>Tiptoeing</b>, <b>he</b> tried to sneak out across the landing without waking anybody up.</li> </ul>	<ul style="list-style-type: none"> <li>A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)</li> </ul>
	If, if, if, then.	<ul style="list-style-type: none"> <li><b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been finished, <b>then</b> he might have got to school on time.</li> <li><b>If</b> I hadn't found the watch, <b>if</b> the alarm hadn't gone off, <b>if</b> I hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.</li> </ul>	<ul style="list-style-type: none"> <li>Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause.</li> <li>Each clause always begins with an <b>if</b> or a <b>then</b> and each clause ends with a comma (,) or a full stop (.)</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <b>when</b>, <b>if</b>, <b>because</b>, <b>although</b> p.40 (LKS2 programme of study)</li> </ul>
	With a(n) action, more action	<ul style="list-style-type: none"> <li><b>With a smile</b>, Greg <b>waved</b> goodbye. <b>With a weary wail</b>, Thor <b>launched</b> his final attack.</li> <li><b>With a deep breath</b>, Neil Armstrong <b>stepped</b> carefully on to the surface of the moon.</li> </ul>	<ul style="list-style-type: none"> <li>This two-part sentence starts with a subordinate clause which starts with the phrase '<b>With a(n)...</b>' followed by an action and a comma.</li> <li>The main clause then describes more action which occurs simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <b>when</b>, <b>if</b>, <b>because</b>, <b>although</b> p.40 (LKS2 programme of study)</li> </ul>

# Sentence Construction Progression

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5/6	3 __ed	<ul style="list-style-type: none"> <li>Frightened, terrified, exhausted, they ran from the creature.</li> <li>Amused, amazed, excited, he left the circus reluctantly.</li> <li>Confused, troubled, worried, she didn't know what had happened.</li> </ul>	<ul style="list-style-type: none"> <li>Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.</li> </ul>	<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely p.40</li> <li>using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)</li> </ul>
	Noun, which/who/where	<ul style="list-style-type: none"> <li>Cakes, which taste fantastic, are not so good for your health.</li> <li>Snakes, which scare me, are not always poisonous.</li> <li>Tom, who was a little shorter than the others, still made it into the football team.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u>, <u>who</u> or <u>where</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)</li> </ul>
	2 pairs sentences	<ul style="list-style-type: none"> <li>Exhausted and worried, cold and hungry, they didn't know how much further they had to go.</li> <li>Injured and terrified, numb and fearful, he couldn't believe that this was happening to him.</li> <li>Quickly and quietly, silently and carefully he tiptoed out of the house.</li> </ul>	<ul style="list-style-type: none"> <li>Begins with two pairs of related adjectives. Each pair is:                             <ul style="list-style-type: none"> <li>Followed by a comma</li> <li>Separated by <i>and</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs p.78 (English Appendix 2)</li> </ul>
	3 bad – (dash) question?	<ul style="list-style-type: none"> <li>Cold, dark, airlessness – which would kill the spaceman first?</li> <li>Greed, jealousy, hatred – which of these is most evil?</li> </ul>	<ul style="list-style-type: none"> <li>3 negative followed by a dash and then a question which relates to the three adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</li> </ul>
	Name – adjective pair – sentences	<ul style="list-style-type: none"> <li>Little Tim – happy and generous – was always fun to be around.</li> <li>Ben Roberts – weak and nervy – was actually a secret superhero.</li> <li>Glass – fragile and dangerous – must be handled with care.</li> </ul>	<ul style="list-style-type: none"> <li>This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes <i>shows</i> what the character was like. The two must be linked.</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</li> </ul>
	Outward. (Inside.)	<ul style="list-style-type: none"> <li>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</li> <li>I was delighted (but I felt scared that something was about to go wrong).</li> <li>Bravely I looked behind me (but I was deeply worried).</li> </ul>	<ul style="list-style-type: none"> <li>The first sentence tells the reader a character's outward action and the second reveals their true feelings.</li> <li>If the sentence within the brackets is <b>complete</b>, the full stop goes <b>inside</b> the bracket. If it is <b>not complete</b>, the full stop goes <b>outside</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</li> </ul>
	De:De Sentence	<ul style="list-style-type: none"> <li>The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances.</li> <li>I was exhausted: I hadn't slept for more than two days.</li> </ul>	<ul style="list-style-type: none"> <li>Two independent clauses (they make sense on their own) are separated by a colon (:):                             <ul style="list-style-type: none"> <li>The first clause is descriptive</li> <li>The second adds further detail</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)</li> </ul>
	Some; others	<ul style="list-style-type: none"> <li>Some people like football; others hate it. Some days are full of enjoyment; others are long and boring.</li> <li>Some dogs were running around happily; others looked tired.</li> </ul>	<ul style="list-style-type: none"> <li>Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>.</li> <li>There is <u>no</u> capital letter after the semi- colon.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)</li> </ul>

# Sentence Construction Progression

Imagine 3 examples:	<ul style="list-style-type: none"> <li>Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</li> </ul>	Sentence begins with <ul style="list-style-type: none"> <li>The word imagine</li> <li>Then describes three parts of something</li> <li>The first two parts are separated by commas               <ul style="list-style-type: none"> <li>The third ends with a colon</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)</li> <li>Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)</li> </ul>
The more, the more	<ul style="list-style-type: none"> <li>The more it rained, the more depressed he became.</li> <li>The more the crowd cheered, the more he looked forward to the race.</li> <li>The more upset she was, the more she cried.</li> </ul>	<ul style="list-style-type: none"> <li>This sentence type is particularly useful when developing a character trait in a story.</li> <li>The first more should be followed by an emotive word and the second more should be followed by a related action.</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2)</li> </ul>
'Irony' sentences	<ul style="list-style-type: none"> <li>Our 'luxury' hotel turned out to be a farm building.</li> <li>With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.</li> <li>The 'trip of our dreams' was, in fact, our worst nightmare.</li> </ul>	<ul style="list-style-type: none"> <li>An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)</li> </ul>
Emotion – consequence	<ul style="list-style-type: none"> <li>Alex was angry – he threw his toy at the wall.</li> <li>The professor was inconsolable – he wept for days on end.</li> <li>King Henry was furious – he ordered the execution of his wife.</li> </ul>	<ul style="list-style-type: none"> <li>This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.</li> </ul>	
Tell: show 3 examples; sentences	<ul style="list-style-type: none"> <li>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</li> <li>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</li> <li>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</li> </ul>	<ul style="list-style-type: none"> <li>This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.</li> <li>This is followed by a colon which demonstrates that a list of examples will follow.</li> <li>After the colon, the list of 3 examples follows. As this is a phrase list, semi- colons are used between the details rather than commas.</li> </ul>	
When; when; when, then sentences.	<ul style="list-style-type: none"> <li>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</li> <li>When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.</li> </ul>	<ul style="list-style-type: none"> <li>The sentence type ends with a statement e.g. <i>the haunting begins</i>.</li> </ul>	



