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| Writing Transcription | Writing Composition |
| <ul style="list-style-type: none"> • Spelling (see English Appendix 1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Handwriting | Vocabulary, Punctuation and Grammar |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading |
| Spoken Language | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary | |

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Appendix 1: Spelling See separate document.

Appendix 2: Vocabulary, Punctuation and Grammar

Word The grammatical difference between plural and possessive –s
 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
 Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
 Fronted adverbials [for example, Later that day, I heard the bad news.]
 Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
 Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
 Use of commas after fronted adverbials Terminology for pupils’ determiner pronoun, possessive pronoun adverbial

| Week/Focus | Day | Learning Intention |
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| <p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe settings in detail, e.g. referring to the senses</p> | <p>Hold a sentence (for each day of week)</p> | <p>Above the trees and in a group, birds <u>continue</u> to fly at an <u>extreme height</u>.</p> |
| | 1 | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Discussion of WAGOLL (pick out key features in 10minute task), share relevant section of story/ a WAGOLL- learn and orally retell relevant section of story (with the guidance of a pre-prepared story map)</p> <p>Writing outcome: one or two descriptive sentences using hold a sentence focus</p> |
| | 2 | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p> |
| | 3 | <p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph</u> – Oral rehearsal of and writing sentences with: ambitious vocabulary (senses, adjectives and precise verbs), prepositions, fronted adverbials</p> |
| | 4 | <p>To know how to write effective sentences for a setting description</p> <p><u>Slow writing a cohesive paragraph</u> – Oral rehearsal of and writing sentences with: Subordinate clauses, ambitious vocabulary (senses, adjectives and precise verbs)</p> |
| | Spelling and Handwriting | |
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| <p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> | <p>Hold a sentence (for each day of week)</p> | <p>While they were busy talking, I was working hard to <u>imagine the peculiar and special island</u>.</p> |
| | 1 | <p>To know how to write for a specific purpose</p> <p><u>First Independent Write:</u> Write setting description using sentences for each paragraph that have been gathered over preceding lessons.</p> |
| | 2 | <p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p> |
| | 3 | <p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p> |

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| <p>I can describe settings in detail, e.g. referring to the senses</p> | <p>4</p> | <p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another setting description (using a different stimulus) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)</p> |
| | <p>Spelling and Handwriting</p> | |
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| <p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe characters in detail e.g. use show-not-tell</p> <p>I can consistently and correctly use Standard English, e.g. the correct tense and verb forms (e.g. I was/We were) and colloquialisms in dialogue</p> <p>Pronouns and possessive pronouns</p> <p>I can continue to accurately use punctuation from previous year groups (. , ! ? ""')</p> <p>I can often punctuate direct speech</p> | <p>Hold a sentence (for each day of week)</p> | <p>Although he couldn't answer the grammar question, Sam had tried his hardest before the <u>answer</u> was revealed.</p> |
| | <p>1</p> | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story.</p> |
| | <p>2</p> | <p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p> |
| | <p>3</p> | <p>To know how to write effective sentences for a narrative (paragraph 1)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal)</p> |
| | <p>4</p> | <p>To know how to write effective sentences for a narrative (paragraph 2)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal)</p> |
| | <p>Spelling and Handwriting</p> | |
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| <p>Week 4</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> | <p>Hold a sentence (for each day of week)</p> | <p>After she has eaten the potatoes and fruit, she will take a walk down a <u>special</u> path to get some <u>exercise</u>.</p> |
| | <p>1</p> | <p>To know how to write effective sentences for a narrative (paragraph 3)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will</p> |

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| <p>I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe characters in detail e.g. use show-not-tell</p> <p>I can consistently and correctly use Standard English, e.g. the correct tense and verb forms (e.g. I was/We were) and colloquialisms in dialogue</p> <p>Pronouns and possessive pronouns</p> <p>I can continue to accurately use punctuation from previous year groups (. , ! ? ""')</p> <p>I can often punctuate direct speech</p> | | focus on gathering approximately 3-4 sentences with prior oral rehearsal) |
| | 2 | To know how to write effective sentences for a narrative (paragraph 4) <u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal) |
| | 3 | To know how to write effective sentences for a narrative (paragraph 5) <u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences with prior oral rehearsal) |
| | 4 | To know how to write for a specific purpose <u>First Independent Write:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons. |
| | Spelling and Handwriting | |
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| <p>Week 5</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe characters in detail e.g. use show-not-tell</p> <p>I can consistently and correctly use Standard English, e.g. the correct tense and verb forms</p> | Hold a sentence (for each day of week) | After he had rested for long enough to catch his breath, he continued to <u>exercise</u> and his <u>heart</u> began to beat faster. |
| | 1 | To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish) |
| | 2 | Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class. |
| | 3 | To know how to apply my writing skills <u>Second Independent Write:</u> Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write) |
| | 4 | To know how to orally rehearse writing |

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| <p>(e.g. I was/We were) and colloquialisms in dialogue</p> <p>Pronouns and possessive pronouns</p> <p>I can continue to accurately use punctuation from previous year groups (. , ! ? ""')</p> <p>I can often punctuate direct speech</p> | | <p>Oral Rehearsal: Discussion of WAGOLL (pick out key features in 10minute task), orally rehearse a poem/part of a poem (using outline/visual prompt provided by teacher)</p> <p><i>(see 'Still I Rise' or 'The River' planning from JD for potential guide)</i></p> <p>Study WAGOLL poem, identify key parts. Orally retell/perform poem.</p> |
| | Spelling and Handwriting | |
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| <p>Week 6</p> <p>Focus: Poetry</p> <p><u>Assessment focus targets:</u></p> <p>I can choose varied and rich vocabulary most of the time</p> <p>I can describe settings in detail, e.g. referring to the senses/ I can describe characters in detail e.g. use show-not-tell</p> <p>I can use a range of determiners to explain the noun (a, an, the, some, this, few)</p> <p>I can confidently use the perfect form of verbs instead of the past tense (has + past tense)</p> | Hold a sentence (for each day of week) | There are some machines in the hospital room that help people to <u>breathe</u> , as well as a box of <u>medicine</u> that can help people to recover. |
| | 1 | To know how to orally rehearse writing |
| | 2 | To know how to write effective lines for a poem <u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal) |
| | 3 | To know how to write effective lines for a poem <u>Slow writing an effective stanza/verse-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 lines with prior oral rehearsal) |
| | 4 | To know how to write for a specific purpose <u>Independent write:</u> Write poem using sentences for each paragraph that have been gathered over preceding lessons. |
| | Spelling and Handwriting | |