

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]

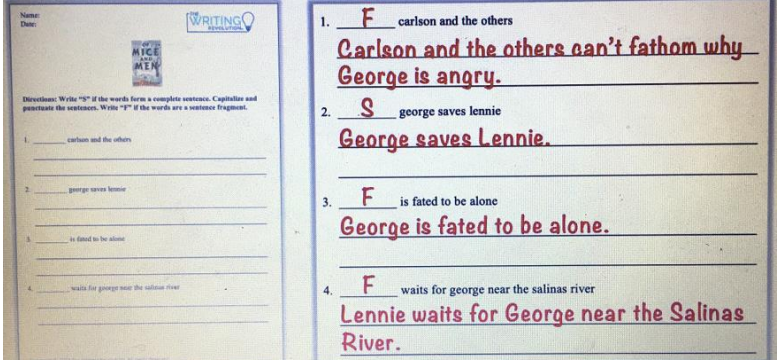
Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

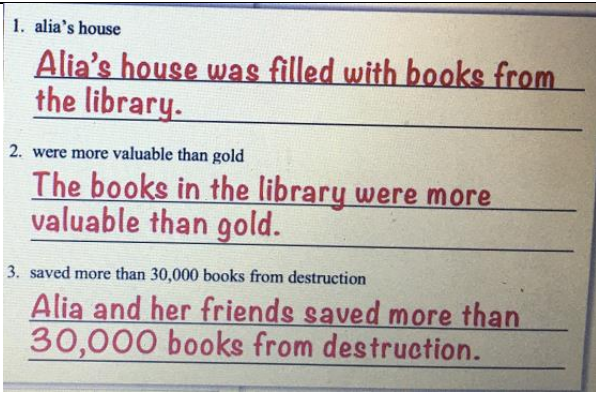


Fronted adverbials [for example, Later that day, I heard the bad news.]


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
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets:</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 settings in detail, e.g. referring to the senses</p> <p>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</p> <p>I can often punctuate direct speech</p> <p>Pronouns and possessive pronouns</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>Oral Rehearsal: 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. Discuss writer techniques.</p>
	2	<p>To know how to orally rehearse writing</p> <p>Oral Rehearsal: With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discuss writer techniques.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A fragment is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p>Ideas:</p>  <p>1. <u>F</u> carlson and the others Carlson and the others can't fathom why George is angry.</p> <p>2. <u>S</u> george saves lennie George saves Lennie.</p> <p>3. <u>F</u> is fated to be alone George is fated to be alone.</p> <p>4. <u>F</u> waits for george near the salinas river Lennie waits for George near the Salinas River.</p>

		 <p>1. alia's house <u>Alia's house was filled with books from the library.</u></p> <p>2. were more valuable than gold <u>The books in the library were more valuable than gold.</u></p> <p>3. saved more than 30,000 books from destruction <u>Alia and her friends saved more than 30,000 books from destruction.</u></p>
3		<p>To know how to write effective sentences for a narrative using the prepositions in different places within a sentence (slow writing a cohesive paragraph- paragraph 1) <u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that uses prepositions</p> <p><i>Focus on adverbials of time and place to form prepositional phrases.</i></p>
4		<p>To know how to write effective sentences for a narrative with correctly punctuated direct speech (slow writing a cohesive paragraph- paragraph 2) <u>Title: Teacher to provide title that relates to part of the story-</u> Oral rehearsal of and writing sentences that uses correctly punctuated direct speech</p> <p><i>***Recap use of apostrophes for contraction as well as other punctuation from previous year groups (. , ! ? ")</i></p> <p><i>***This lesson may also include role play to gather speech.</i></p> <div data-bbox="614 1377 1197 1668" style="border: 1px solid black; padding: 5px;">  <p>Thought Tracking With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try Passing Thoughts where children pass by a character and speak their thoughts about the character.</p> </div> <div data-bbox="614 1691 1181 1848" style="border: 1px solid black; padding: 5px;">  <p>Back-to-back mobile phone In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div>
Spelling and Handwriting		

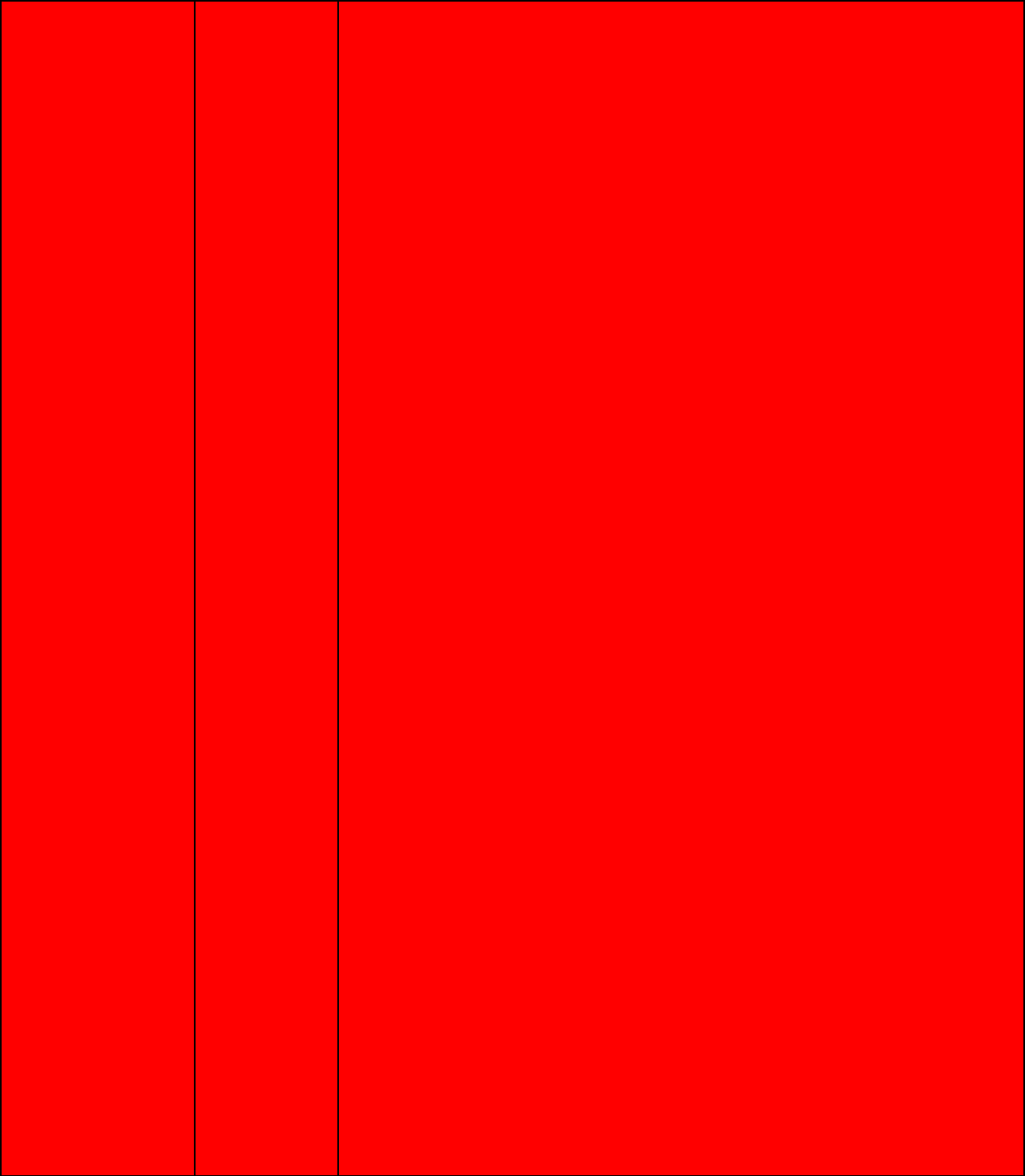
Week 2		
<p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, 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 settings in detail, e.g. referring to the senses</p> <p>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</p> <p>I can often punctuate direct speech</p> <p>Pronouns and possessive pronouns</p>	<p>Hold a sentence (for each day of week)</p>	<p>While <u>they were</u> busy talking, I was working hard to <u>imagine</u> the <u>peculiar</u> and <u>special</u> island.</p>
	1	<p>To know how to write effective sentences for a narrative using coordinating conjunctions to create compound sentences (slow writing a cohesive paragraph-paragraph 3)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use coordinating conjunctions:</p> <ul style="list-style-type: none"> - one sentence will use the coordinating conjunction 'and' - one sentence will use the coordinating conjunction 'but' - one sentence will use the coordinating conjunction 'yet' <p>***Recap identifying the subject, verb and object in each of the main clauses of the compound sentences.</p> <p>***Identify a pronoun to replace a noun as the repeated subject in the second main clause.</p> <p>***Identify a pronoun to replace a noun as the repeated object in the second main clause.</p>
	2	<p>To know how to write effective sentences for a narrative using subordinating conjunctions to open and extend sentences (slow writing a cohesive paragraph-paragraph 4)</p> <p><u>Title: Teacher to provide title that relates to part of the story-</u> Oral rehearsal of and writing sentences that use subordinating conjunctions to open and extend sentences. Focus on the use of the conjunctions 'because', 'when', 'after' and 'before'.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">  <p>Directions: Expand the kernel sentences.</p> <p>Esperanza's family decides to move.</p> <p>When?</p> <p>Where?</p> <p>Why?</p> <p>Expanded Sentence:</p> <p>_____</p> <p>_____</p> </div>

<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets: 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>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>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</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>
	1	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	2	<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>
	3	<p>To know how to plan my writing</p> <p>Planning: Children will plan another set of instructions (using a different stimulus) applying the skills that they have practised during this writing unit</p>
	4	<p>To know how to orally rehearse my writing</p> <p>Oral Rehearsal: Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.</p>
	<p>Spelling and Handwriting</p>	

Week 4		
<p>Week 4</p> <p>Focus: Fiction (narrative)/ Non-fiction writing linked to wider curriculum topic/assessment task</p> <p>Assessment focus targets: 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>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>After she has eaten the <u>potatoes and fruit</u>, she will take a walk down a <u>special</u> path to get some <u>exercise</u>.</p>
	1	<p>To know how to apply my writing skills</p> <p>Second Independent Write: Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	2	<p>To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.</p>
	3	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
4	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p>	

		T.S. _____ 1. _____ 2. _____ 3. _____ 4. _____ C.S. _____
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Spelling and
Handwriting



<p>Week 5</p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p>Hold a sentence (for each day of week)</p>	<p>After he had rested for long <u>enough</u> to catch his <u>breath</u>, he continued to <u>exercise</u> and his <u>heart</u> began to beat faster. <u>Therefore</u>, he soon started to <u>notice</u> that his <u>difficult thoughts</u> began to <u>disappear</u>.</p>
	1	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	2	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	3	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p>

		<p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	4	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> 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	

Week 6		
<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>	<p>Hold a sentence (for each day of week)</p>	<p>There are some machines in the hospital room that help people to <u>breathe</u>, as well as a box of medicine that can help people to recover.</p>
	1	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL.</p>
	2	<p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse (teacher to provide title linked to 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)</p>
	3	<p>To know how to write effective lines for a poem</p> <p><u>Slow writing an effective stanza/verse (teacher to provide title linked to 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)</p>
	4	<p>To know how to write for a specific purpose</p> <p><u>Independent write (teacher to provide title for the poem):</u> Write poem using sentences for each paragraph that have been gathered over preceding lessons.</p>
	Spelling and Handwriting	