

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><u>Week 1</u></p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can often use a variety of sentence structures including simple compound and complex sentences</p> <p>I can add detail to describe characters</p> <p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p>	<p>Hold a sentence (for each day of week)</p>	<p>After the show, I had to gather the <u>strength</u> to ride home on my <u>bicycle</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 (adjectives and precise verbs), prepositions.</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: Fronted adverbials, ambitious vocabulary (adjectives and precise verbs)</p>
	Spelling and Handwriting	
<p><u>Week 2</u></p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can often use a variety of sentence structures including simple compound and complex sentences</p> <p>I can add detail to describe characters</p>	<p>Hold a sentence (for each day of week)</p>	<p>As part of my <u>regular</u> appointment, the doctor listened to my <u>heart</u> and measured my <u>height</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>

<p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p>	4	<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><u>Week 3</u></p> <p><u>Focus:</u> Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can add detail to describe characters</p> <p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use subordinate conjunctions to open a sentence (When, As, While, Before, After)</p> <p>I can continue to consistently and correctly use the correct tense</p> <p>I can use the perfect form of verbs instead of the past tense (has + past tense)</p> <p>I can continue to use an apostrophe to show singular possession most of the time (including not using an apostrophe incorrectly)</p> <p>I can continue to use an apostrophe for contractions</p> <p>I can sometimes use inverted commas to punctuate direct speech</p>	<p>Hold a sentence (for each day of week)</p>	<p>Jessica's history project included <u>various important</u> and <u>peculiar</u> facts that were of great <u>interest</u> to the class.</p>
	1	<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>
	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 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>
	4	<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>
	Spelling and Handwriting	

<p>Week 4</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets: I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can add detail to describe characters</p> <p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use subordinate conjunctions to open a sentence (When, As, While, Before, After)</p> <p>I can continue to consistently and correctly use the correct tense</p> <p>I can use the perfect form of verbs instead of the past tense (has + past tense)</p> <p>I can continue to use an apostrophe to show singular possession most of the time (including not using an apostrophe incorrectly)</p> <p>I can continue to use an apostrophe for contractions</p> <p>I can sometimes use inverted commas to punctuate direct speech</p>	<p>Hold a sentence (for each day of week)</p>	<p>Although he was sometimes <u>naughty</u>, Sam enjoyed making corrections to his <u>grammar</u> and was very good at setting up a science <u>experiment</u>.</p>
	1	<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 focus on gathering approximately 3-4 sentences with prior oral rehearsal)</p>
	2	<p>To know how to write effective sentences for a narrative (paragraph 4)</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>
	3	<p>To know how to write effective sentences for a narrative (paragraph 5)</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>
	4	<p>To know how to write for a specific purpose</p> <p><u>First Independent Write:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	Spelling and Handwriting	
<p>Week 5</p> <p>Focus: Fiction (narrative)</p> <p>Assessment focus targets:</p>	<p>Hold a sentence (for each day of week)</p>	<p>The teacher asked the children to <u>imagine</u> and describe the <u>extreme</u> heat on the <u>island</u>.</p> <p>“Remember to check your grammar in each sentence,” the teacher told their class.</p>
	1	<p>To know how to edit and publish my writing</p>

I can choose ambitious yet appropriate vocabulary most of the time		(15mins SPaG focus, 15mins polishing focus, 30mins to publish)
I can add detail to describe characters I can use prepositions to open a sentence to show time and place	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.
I can use adverbs to open a sentence I can use a comma after a fronted adverbial most of the time I can use subordinate conjunctions to open a sentence (When, As, While, Before, After)	3	To know how to apply my writing skills Second Independent Write: 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)
I can continue to consistently and correctly use the correct tense	4	To know how to orally rehearse writing Oral Rehearsal: Discussion of WAGOLL (pick out key features in 10minute task), orally rehearse a recount (using outline/visual prompt provided by teacher)
I can use the perfect form of verbs instead of the past tense (has + past tense) I can continue to use an apostrophe to show singular possession most of the time (including not using an apostrophe incorrectly) I can continue to use an apostrophe for contractions I can sometimes use inverted commas to punctuate direct speech	Spelling and Handwriting	
Week 6 Focus: Non-fiction (persuasive brochure) <u>Assessment focus targets:</u> I can choose ambitious yet appropriate vocabulary most of the time I can add detail to describe settings I can use subordinate conjunctions to open a	Hold a sentence (for each day of week)	As there is a <u>special</u> path close that lead's <u>straight</u> to school, Sam doesn't have to leave his house <u>early</u> . 1 To know how to orally rehearse writing Oral Rehearsal: With the guidance of a pre-prepared visual prompts, re-write relevant section of WAGOLL. 2 To know how to write effective sentences for a persuasive brochure (paragraph 1) Slow Writing a Cohesive Paragraph: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)

<p>sentence (When, As, While, Before, After)</p> <p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use the perfect form of verbs instead of the past tense (has + past tense)</p>	3	<p>To know how to write effective sentences for a persuasive brochure (paragraph 2)</p> <p><u>Slow Writing a Cohesive Paragraph</u>: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)</p>
	4	<p>To know how to write effective sentences for a persuasive brochure (paragraph 3)</p> <p><u>Slow Writing Effective Sentences</u>: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)</p>
	Spelling and Handwriting	
<p><u>Week 7</u></p> <p>Focus: Non-fiction (persuasive brochure)</p> <p><u>Assessment focus targets:</u></p> <p>I can choose ambitious yet appropriate vocabulary most of the time</p> <p>I can add detail to describe settings</p> <p>I can use subordinate conjunctions to open a sentence (When, As, While, Before, After)</p> <p>I can use prepositions to open a sentence to show time and place</p> <p>I can use adverbs to open a sentence</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use the perfect form of verbs instead of the past tense (has + past tense)</p>	Hold a sentence (for each day of week)	On this <u>occasion</u> , she couldn't decide whether to carry the <u>weight</u> of the backpack whilst riding her <u>bicycle</u> .
	1	<p>To know how to write effective sentences for a persuasive brochure (paragraph 4)</p> <p><u>Slow Writing Effective Sentences</u>: Select a focus point per sentence/section from the Assessment focus targets (the lesson will focus on gathering approximately 3-4 sentences/drafting sections with prior oral rehearsal)</p>
	2	<p>To know how to write for a specific purpose</p> <p><u>First Independent Write</u>: Write persuasive brochure using sentences for each paragraph that have been gathered over preceding lessons.</p>
	3	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	4	<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>
	Spelling and Handwriting	

