

Whale Hill Primary School



English Scheme of Work



September 2025

English Scheme of Work

Teaching
Writing



Teaching Writing

The Six Writing Questions

Before beginning a piece of writing children should be able to answer the following questions to understand viewpoint, audience, purpose and level of formality.

1. Who is going to be reading your piece of writing? **(audience)**
2. Who are you pretending to be?
(Teacher, child, parent, policeman, Prime Minister etc.) **(viewpoint)**
3. What is the purpose of the piece of writing?
(To persuade, complain, enquire, discuss, describe, etc.) **(purpose)**
4. How should it be organised? **(organisation)**
5. How formal should your writing be? (Formality)
6. What does a good example look like?

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the English Scheme of Work for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Teaching Writing

Whale Hill's approach to the teaching and learning of writing is to inspire children to have a love for the writing process and provide the opportunity for children to develop flair and individuality in their written work. We seek to establish a writing culture built upon enjoyment and creativity motivated by a love of writing from adults and children alike. This will allow children to master age-appropriate knowledge and skills as children are taught in sufficient depth and have opportunities to practise and apply their learning.

Quality teacher-led instruction at each stage of the writing process will form the basis of effective teaching and learning. Teachers will write and share in class their own pieces in relation to topics, modelling and sharing the strategies they employ as well as appraising a range of high quality example texts.

Teachers will ensure children have sufficient knowledge and background information of topics to support them in the writing process. Staff will take ownership of planning and resourcing, ensuring lessons are adapted and responsive to meet the needs of all children.

Children will have the opportunity to write for sustained periods most days through mini-writing lessons focused on the different elements linked to a writing topic/genre and they will develop the skills to talk and present their writing in positive and constructive ways.

Whale Hill's writing process has 3 stages:

Stage 1 - The Investigation Stage

Stage 2 - Teaching and Collaboration Stage

Stage 3 - Show Me Stage

Teaching Writing

Stage 1 - The Investigation Stage

- The class will discuss the genre, audience and purpose of the text. The teacher will show them a model text and the class will scrutinise the text. In addition, children will explore a range of other texts within the genre including examples that the teacher has written. This may include examples that have different purposes, audiences.
- Children will explore techniques, discuss preferences giving reasons why, make reasoned judgements on effectiveness.
- Explore techniques used in greater depth such as, fact and opinion, chronology, making predictions, summarisation, authorial intent, inference and deduction and expressing feelings
- Explore other genres/writing opportunities that cross over into the topic being taught (i.e. information and persuasion).

Stage 2 - Teaching and Collaboration

- Modelled and shared writing. Ensuring children have examples of what a great piece looks like
- Teacher led instruction - I do, we do, you do! This is done through mini lessons where a different component of the writing is taught each day.
- Taking examples of children's work - identifying strengths and making improvements together
- Focusing on different element each day - short writing pieces e.g. (setting the scene, character description, introductions, conclusions, argument for/against, presenting evidence/facts for persuasion.
- Bringing in other genres that link for short pieces.
- Editing and improving short pieces.
- Extending vocabulary on working walls.
- Drama, discussions, hot seating, marketplace research activities.

Stage 3 - Show Me Stage

- Box planning for final piece.
- Children have a range of options to choose from linked to the topic area.
- Children write their sustained piece of writing linked to the given genre.

Story Fronted Adverbials

There is a temptation to display long lists of all possible story fronted adverbials that the children could use, when actually it would be better just to limit each ability group to a small number that they can master and internalise before being introduced to a few more the following year. The table below shows how we could consolidate and introduce them in a systematic way from Reception through to Year 6.

Year Group	Consolidate	Introduce
Reception		Orally: Once upon a time Early one morning Then Next Finallyhappily ever after
Year 1	Orally: Once upon a time One day Early one morning Then Next Finallyhappily ever after	One day First Next After After that Then Finally
Year 2	After After that One day First Now Soon Suddenly	First of all After a while A moment later The next day However Meanwhile When it was all over By the next morning At that moment In the end

Story Fronted Adverbials

Year Group	Consolidate	Introduce
Year 3	<p> Suddenly By the next morning To his amazement At that moment In the end First of all After a while A moment later The next day However Meanwhile When it was all over </p>	<p> Immediately Later that day Eventually Without warning </p>
Year 4	<p> After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning </p>	<p> As quick as a flash All of a sudden In the blink of an eye Before </p>
Year 5	<p> After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning As quick as a flash All of a sudden In the blink of an eye Before </p>	<p> The very next minute Instantly A short while later </p>
Year 6	<p> After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning As quick as a flash All of a sudden In the blink of an eye Before The very next minute Instantly A short while later </p>	<p> Between one heartbeat and the next Time seemed to stand still In an instance Almost immediately The moment seemed to last forever </p>

Capturing Ideas

As with the teaching of narrative writing, speaking and listening activities should also seamlessly fit in the non-narrative teaching sequence. Due to their distinctive features each text type lends itself to different speaking and listening activities that can be used at the 'capturing ideas' stage of the writing sequence.

Text Type	Activity	Examples
Recount	Drama/Role-play	In groups children act out a particular event from their planned sequence of events.
	Freeze-framing	Again in groups children show a living representation of certain events from their recount plan.
	Retelling	Children retell sections of the recount or all of it to partners or the whole class.
Report	Show and Tell	Children could present the subject of the report to the rest of the class in a show and tell type format.
	TV or radio documentaries	Presentations involving commentary, interviews and mini-dramatisations.
	Hot-seating	In role pupils answer questions from the class.
	Shared Brain	A panel answer questions on a subject they have researched.
	Just a Minute	Children must speak for a whole minute on a subject they have researched. Can also be done in pairs.
Instructions	Do it yourself	The children actually do or make the thing they are going to write about.
	TV demonstration	Children pretend to be on TV miming actions and providing a running commentary whilst pretending to produce the object.
Explanation	Shared Brain	A panel answer questions on a subject they have researched.
	Hot-seating	In role pupils answer questions from the class.
	Just a Minute	Children must speak for a whole minute on a subject they have researched. Can also be done in pairs.
Persuasion	Small group discussion	Discussion of open-ended questions in which the group must meet a consensus, e.g. ordering a set of statements according to importance.
	Hot-seating	In role pupils answer questions from the class.
Discussion	Debates	Formal debates with pupils in role presenting and responding to arguments.
	Question Time	A panel of experts are questioned by the audience.

Teaching Greater Depth Writing Techniques

Beyond Magic 20

Sentence Structure	Examples
1. An Ominous Prophecy	<ul style="list-style-type: none"> I had been warned. Did I listen? Of course not! Who needs overbearing, risk-averse parents? Well, as it turns out, it seems I do... I never believed in magic as a child- not even for a moment. Now, I'm older and wiser, and I think maybe- just maybe there is some truth in magic after all. Strangers are not strangers as the saying goes, 'only friends you haven't met. Believe me- strangers can be friends you wished you hadn't met.
2. Nobody Knows	<ul style="list-style-type: none"> The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. The van sped away with the frightened boy inside. Where had it come from? No one knew. Where was it going? No one knew. Who else was inside? No one knew.
3. The Slow Reveal	<ul style="list-style-type: none"> Its claws scraped along the planks, moving menacingly towards the heady scent of the distracted goat. Only the crows noted its brutal form stalking across the beams of the bridge, sensing the quickening rhythm of its breath. His feet padded along the balcony, slinking silently past the closed doors of the other flats. No one glimpsed his shadow flickering across the curtain or noticed the uneven rhythm of his steps until it was too late. Okay, so I noticed the dusty surfaces, crumbling brickwork and cracked panes of glass. Only the cleaners knew of the growing pile of rubble behind the bookcase. But how could they have guessed what was happening? Examining the silvery trails weaving in between each dislodged brick, it was hard to imagine that such tiny beasts could cause this much destruction.
4. Pathetic Fallacy	<ul style="list-style-type: none"> The uneven ground crumbled like a digestive biscuit under my feet as I heaved another step towards the summit. Looking below, the trees were dots to my squinting eyes in the midday heat. Beating down my back, the sun was relentless in its pursuit as I wiped the drips of salty sweat from my brow. The silence of the chasm below was deafening; suddenly eagles broke the silence and screeched above me in hunger. A sudden dark shadow swept across the knowing moon, momentarily blocking out its light. Lucy stumbled against a gravestone that was leaning towards the path like a cracked and crooked tooth. An owl gave a ghostly hoot.
5. The Back Story	<ul style="list-style-type: none"> As I reached for the plate, I felt a sharp sting in the scar on my arm (the result of an unfortunate encounter with an Alsatian). <p>A secret flashed in front of her eyes (the same car screeching to a halt before speeding off with its prize) while pushing her way through the crowds to meet her best friend under the clock tower.</p>
6. Anaphora	<ul style="list-style-type: none"> Tom wasn't in his bedroom. Tom wasn't in the garage. Tom wasn't in the shed. Tom was gone. There would be no family reunion. Nobody would laugh at my jokes. Nobody would tease me about my necklace. Nobody would speak to me ever again. I learned perhaps more than any university could ever teach me. I learned that the world revolves around money. I learned that there are values, virtues and morals and I learned that trust and love are important. But without money, I learned that a place is a drought in which nothing can grow.
7. The Power of Three	<ul style="list-style-type: none"> Angry. Confused. Alone. Falling. Failing. Fading. Perplexed. Terrified. Gone.
8. Dynamic Dialogue	<ul style="list-style-type: none"> Four pairs of eyes stared at her, two in embarrassment, two in shock. "Violet!" her father snapped. "We have guests." "I can see that," Violet replied in a waspish tone, attempting to hide her surprise and disdain. "Please begged Frankenstein. "Sit down beside me and listen." "Let the man speak," said Walton quietly from the cabin door. "All of you! I must tell all of you!"



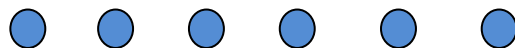
English

Scheme of

Work

Writing

Objectives



Narrative Writing Objectives

Year Group	◆ Narrative Writing: Short stories, play scripts and poetry		
	Long Narrative Tasks	Short Narrative Tasks	Poetry
Nursery and Reception	<ul style="list-style-type: none"> ◆ Retelling of part of a known story/traditional tales 	<ul style="list-style-type: none"> ◆ Simple sentence about favourite part of the story. ◆ Simple sentence about a character or setting. ◆ Sentence about a favourite part of the story. 	<ul style="list-style-type: none"> ◆ Singing simple rhymes ◆ Finishing nursery rhymes
Year 1 and Year 2	<ul style="list-style-type: none"> ◆ Retelling of a known story ◆ Traditional tales ◆ Picture storybooks ◆ Adventure story ◆ Real life story ◆ Myths, fables and legends 	<ul style="list-style-type: none"> ◆ Description of a character ◆ Description of the setting ◆ Description of an event in a story ◆ Write an event in a story from a character's point of view. ◆ Form short narratives 	<ul style="list-style-type: none"> ◆ List Poems ◆ Prayers ◆ Riddles, poems on similar themes, puzzles, jokes, tongue twisters. ◆ Author/poet study ◆ Kennings
Year 3 and Year 4	<ul style="list-style-type: none"> ◆ Retelling of a known story ◆ Traditional tale ◆ Adventure story ◆ Real life story ◆ Myths, fables and legends ◆ Real life story ◆ Play script ◆ Fantasy Story 	<ul style="list-style-type: none"> ◆ Write a letter from point of view a character in the story. ◆ Alternative endings ◆ Story openings ◆ Character sketches ◆ Setting descriptions ◆ Suspense paragraphs ◆ Action paragraphs ◆ A short scene from a play 	<ul style="list-style-type: none"> ◆ Performance poetry ◆ Shape poems ◆ Calligrams ◆ Haiku /Cinquain ◆ List poems ◆
Year 5 and Year 6	<ul style="list-style-type: none"> ◆ Story from a different culture. ◆ Time-slip story ◆ Fantasy story ◆ Adventure story ◆ Traditional tale ◆ Real life story ◆ Mystery/Suspense story ◆ Extended story ◆ Play script 	<ul style="list-style-type: none"> ◆ Book blurbs ◆ Alternative endings ◆ Story openings ◆ Character sketches ◆ Setting descriptions ◆ Suspense paragraphs ◆ Action paragraphs ◆ Descriptions of objects, people, places and events ◆ A short scene from a play 	<ul style="list-style-type: none"> ◆ Classic poems ◆ Narrative poems ◆ Performance poems ◆ Free verse poems ◆ Poems that reflect on an issue

KS1 Recount Writing Objectives

Year Group	Recount: ♦ To retell events of an outing or an event from history.		
	Language and organisational features to be taught	Form	Progression
Nursery	♦ Verbs in the past tense ♦ First person e.g I went to the shop .(orally)	• Description of a significant event, e.g. holidays, birthdays, visits, productions. • Description of weekly shopping visit.	Informally recounts incidents in their own life to other adults and children and listens to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.
Reception	♦ Verbs in the past tense ♦ First person	• Description of a significant event, e.g. birthday, school trip, Christmas holidays etc. • Sequencing events on a timeline	Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending leading to simple independent writing.
Year 1	♦ Verbs in the past tense ♦ Powerful verbs ♦ Adjectives ♦ Sequential fronted adverbials ♦ First person	♦ Autobiography- diary writing ♦ Description of a favourite holiday, trip or event. ♦ Questions for character.	Describe incidents from their own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' and listen to other children's recounts and ask relevant questions.
Year 2	♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Sequential fronted adverbials ♦ First person	♦ Letter ♦ Autobiography- diary writing ♦ Description of a visit, trip or weekend event. ♦ Description of an activity ♦ Interview	Read personal recounts and begin to recognise the generic structure, e.g. ordered sequence of events, use of words like: first, next, after, when. Write simple first person recounts linked to topics of interest or personal experience using the language of texts read as models for own writing

KS2 Recount Writing Objectives

Year Group	Recount: <ul style="list-style-type: none"> ♦ To retell events of an outing or an event from history. 	Planning: In all year groups planning for recount writing should take the form of a box plan.	
	Language and organisational features to be taught	Form	Progression
Year 3	<ul style="list-style-type: none"> ♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Sequential fronted adverbials ♦ First person 	<ul style="list-style-type: none"> ♦ Letter ♦ Diary ♦ Trip Review 	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of the main events. Read examples of third person recounts such as: newspapers, letters and diaries.
Year 4	<ul style="list-style-type: none"> ♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Adventurous adverbs ♦ Sequential fronted adverbials ♦ First person ♦ Paragraphs ♦ An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? ♦ A simple concluding sentence 	<ul style="list-style-type: none"> ♦ Letter ♦ Diary ♦ Trip Review 	Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives and including detail expressed in ways which will engage the reader.
Year 5	<ul style="list-style-type: none"> ♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Adventurous adverbs ♦ Sequential fronted adverbials ♦ First person ♦ Paragraphs ♦ An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? ♦ Reported speech ♦ A concluding paragraph 	<ul style="list-style-type: none"> ♦ Diary ♦ Letter ♦ Newspaper or magazine report ♦ TV report ♦ Interview ♦ Trip Review 	Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense. Consistent degree of formality adopted and a varied use of adverbials. To write contrasting recounts based on the same subject, e.g. before and after an event, one event two opposing viewpoints.
Year 6	<ul style="list-style-type: none"> ♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Adventurous adverbs ♦ Sequential fronted adverbials ♦ First person ♦ Paragraphs ♦ An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? ♦ Reported speech ♦ A concluding paragraph 	<ul style="list-style-type: none"> ♦ Diary ♦ Letter ♦ Biographical writing ♦ Autobiographical writing ♦ Newspaper or magazine report ♦ Radio report ♦ Newsletter ♦ Accident Report ♦ Interview 	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact and opinion, distinguishing between implicit and explicit points of view. Develop skills of biographical writing in role of historical characters, preparing a CV, a biographical account based on research, police description, school report, obituary.

Instruction Writing Objectives

Year Group	Instructions: ♦ To tell someone how to do or make something.		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	♦ title- a statement of what is to be achieved ♦ numbered steps Orally rehearse - nursery	Instructions Recipe Rules	Listen to and follow single instruction and then a series of two and three instructions. Give oral instructions when playing games. Read and follow simple classroom instructions on labels with additional pictures of symbols. Attempt to write instructions on labels, for instance in the role play area.
Year 1 and Year 2	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences	Instructions Directions Recipe Rules	Listen to and follow a single more detailed instruction and a longer series of simple instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Identify and note typical language and organisational features. Write simple consecutive instructions independently and finish with concluding statement.
Year 3 and Year 4	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences ♦ adjectives and adverbs added for clarity rather than effect ♦ Fronted adverbials- first, next, then, finally	instructions recipes rules directions	Read and compare examples of instructional texts evaluating their effectiveness. Work in small groups to prepare a set of instructions. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.
Year 5 and Year 6	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences ♦ adjectives and adverbs added for clarity rather than effect ♦ fronted adverbials- first, next, then, finally ♦ extra information in boxes, e.g. safety advice, interesting associated facts	Instructional guide How to ... manual	Read and compare examples of instructional texts evaluating their effectiveness. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.

Explanation Writing Objectives

Year Group	Explanation:		
	Language and organisational features to be taught	Form	Progression
Year 3 and Year 4	<ul style="list-style-type: none"> ♦ present tense ♦ formal and impersonal style ♦ third person ♦ technical vocabulary ♦ introductory paragraph ♦ bullet points if appropriate ♦ fronted adverbials ♦ Appropriate openers e.g. The reason is that... This results in... This causes... ♦ Paragraphs ♦ Introductory statement and concluding sentence 	<ul style="list-style-type: none"> ♦ Labelled diagrams ♦ Newspaper or magazine article 	Read and analyse a range of explanatory texts to identify key features. Distinguish between explanatory texts, recounts and reports while recognising that an information book might contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams when appropriate. Write explanatory texts independently with appropriate introductory statement and conclusion.
Year 5 and Year 6	<ul style="list-style-type: none"> ♦ present tense ♦ formal and impersonal style ♦ third person ♦ technical vocabulary ♦ introductory and concluding paragraph ♦ bullet points if appropriate ♦ connective sentences ♦ causal sentence openings, e.g. The reason is that... This results in... This causes... Consequently... ♦ paragraphs ♦ subheadings if appropriate 	<ul style="list-style-type: none"> ♦ Labelled diagrams and flowcharts ♦ Newspaper or magazine article ♦ Leaflet ♦ Letter 	Read and analyse a range of explanatory texts and be aware of key language and organisational features. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.

Non-chronological Writing Objectives

Year Group	Non-chronological Report:		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	<ul style="list-style-type: none"> present tense (except historical reports) <p>Nursery orally T scribe.</p>	<ul style="list-style-type: none"> Labels Menus Lists Pictures with captions 	Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions. (What does she eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Year 1 and Year 2	<ul style="list-style-type: none"> present tense (except historical reports) factual writing often involving technical words and phrases. Bullet points 	<ul style="list-style-type: none"> A description Diagrams and labels Pictures with captions Lists 	Find out about a subject by listening and following text as information books are read or a video is watched. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject based on own experience e.g. food, pets. Write a simple information report by writing sentences to describe aspects of the subject.
Year 3 and Year 4	<ul style="list-style-type: none"> present tense (except historical reports) factual writing often involving technical words and phrases 	<ul style="list-style-type: none"> A description Diagrams and labels Pictures with captions Lists Charts and tables Letter 	After a practical activity or undertaking some research in books or on the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general, e.g. a particular dog and dogs in general. Read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report on it using appropriate language to present and categorise ideas.
Year 5 and Year 6	<ul style="list-style-type: none"> present tense (except historical reports) third person/ first person factual writing often involving technical words and phrases introduction and conclusion use of headings and subheadings to split up the report into sections use of paragraphs within subsections adjectives and adverbs to engage and excite the reader avoid flowery description impersonal voice 	<ul style="list-style-type: none"> Note taking Labelled diagrams Newspaper or magazine article a comparative report between two items, e.g. moths and butterflies, football and rugby Leaflet School website Description of favourite pet, secret place, a special object, special person, sport, TV programme, film, game. friend etc. 	Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and note-making techniques using information and ICT texts on a subject. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques. Write own report independently based on notes from several sources. Secure understanding of the form, language conventions and grammatical features of information reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Persuasive Writing Objectives

Year Group	Persuasion: <ul style="list-style-type: none"> ◆ To argue the case for a point of view 		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	<ul style="list-style-type: none"> ◆ present tense ◆ simple points ◆ appropriate details 	<ul style="list-style-type: none"> ◆ letter ◆ invitation ◆ message 	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways, e.g. pictures of food that make them want to eat things. Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognise what is happening. Give oral explanations from real life or from stories of why and how they can persuade or be persuaded.</p>
Year 1 and Year 2	<ul style="list-style-type: none"> ◆ present tense ◆ fronted adverbials ◆ simple points ◆ appropriate details 	<ul style="list-style-type: none"> • letter • invitation • message 	<p>Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role-play begin to explore what it means to persuade and be persuaded and what different methods might be effective. Create simple persuasive texts to persuade others to think, do or buy something. Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama.</p>
Year 3 and Year 4	<ul style="list-style-type: none"> ◆ present tense ◆ fronted adverbials ◆ introductory statement setting out the argument and a concluding statement ◆ some points elaborated with evidence ◆ formal and impersonal style ◆ third person ◆ technical vocabulary ◆ exaggerated language ◆ emotive words and powerful adjectives 	<ul style="list-style-type: none"> ◆ Letters ◆ Written adverts ◆ Radio and TV adverts ◆ Leaflets 	<p>Read and analyse a range of persuasive texts to identify key language and organisational features. Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can be most convincingly be presented and how statistics, graphs, images can be used to support and reinforce arguments. To present a point of view both orally and in writing linking points persuasively and selecting style and vocabulary appropriate to the listener/reader. Design an advert on paper and on screen.</p>
Year 5 and Year 6	<ul style="list-style-type: none"> ◆ present tense ◆ fronted adverbials ◆ introductory paragraph setting out the argument and a concluding paragraph ◆ an elaborated argument with evidence per paragraph ◆ formal and impersonal style ◆ third person ◆ technical vocabulary ◆ exaggerated language ◆ emotive words and powerful adjectives ◆ rhetorical questions 	<ul style="list-style-type: none"> ◆ Written adverts ◆ Radio and TV adverts ◆ Leaflets ◆ Letters ◆ Articles ◆ PowerPoint presentation 	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multi-media package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.</p>

Discussion Writing Objectives

Year Group	Discussion:		
	<ul style="list-style-type: none"> To present arguments for and against an issue 		
	Language and organisational features to be taught	Form	Progression
Year 3	<ul style="list-style-type: none"> present tense third person formal and impersonal style simple arguments both for and against simple introduction and concluding sentence fronted adverbials 	<ul style="list-style-type: none"> Discussion article 	Read and evaluate a wider range of simple discussion texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to discuss with others when appropriate to particular writing purposes. Through role-play and drama explore particular debating scenarios.
Year 4	<ul style="list-style-type: none"> present tense third person formal and impersonal style simple arguments both for and against simple introduction and concluding statement four paragraphs: introduction, arguments for, arguments against and conclusion fronted adverbials 	<ul style="list-style-type: none"> Newspaper or magazine article Letter 	Read and analyse a range of discussion texts to identify key language and organisational features. Distinguish between texts which try to discuss and those that simply persuade, whilst recognising that some texts might contain examples of each of these. Analyse how two points of view can be most convincingly be presented and how statistics, graphs, images can be used to support and reinforce arguments. To present two points of view both orally and in writing linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.
Year 5	<ul style="list-style-type: none"> present tense third person formal, general and impersonal style elaborated arguments both for and against fronted adverbials introduction- general statements, briefly present both sides of the argument conclusion- present own viewpoint summarising arguments to back up viewpoint 	<ul style="list-style-type: none"> Newspaper or magazine article Speech Letter 	Read and evaluate letters intended to inform, protest, complain, persuade and discuss considering language and organisational features. To compare writing which informs, persuades and discusses considering for example the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact. Select and evaluate a range of texts in print and other media for presenting two opposing views, clarity and quality of information. From reading collect and investigate use of debating devices such as words and phrases, rhetorical questions and adverbials. Write individual, group or class articles for real purposes. Understand how discussion writing can be adapted for different audiences and purposes, and how it can be combined with other text types.
Year 6	<ul style="list-style-type: none"> present tense third person formal, general and impersonal style elaborated arguments both for and against fronted adverbials four paragraphs: introduction, arguments for, arguments against and conclusion introduction- general statements, briefly present both sides of the argument conclusion- present own viewpoint summarising arguments to back up viewpoint 	<ul style="list-style-type: none"> Newspaper or magazine article Speech Leaflet Letter 	Through reading and analysis, recognise how opposing arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally and in writing, construct effective arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.



English

Scheme of Work

Grammar and
Punctuation Objectives



Reception

Grammar and Punctuation Objectives

Grammar		Punctuation	Terminology
Begins to talk using the correct tense. To include all words in a sentence		<ul style="list-style-type: none"> Awareness of capital letters for the beginning of a sentence, for names and personal pronoun I Awareness of full stops Awareness of finger spaces 	<ul style="list-style-type: none"> letter capital letter word sentence full stop finger space sound makes sense
Type	Name	Example	
Sound	Initial sounds Final sounds	<ul style="list-style-type: none"> 'c' for cat' d' for dog 'ct' for cat 	
CVC	CVC words	<ul style="list-style-type: none"> Cat Dog ship 	
Caption	Simple caption	<ul style="list-style-type: none"> a cat a dog a big ship 	
Simple sentence	Simple sentence	<ul style="list-style-type: none"> A cat sat on a mat. A dog eats a bone. 	
Compound sentence	Co-ordinating Conjunction Sentences <i>Joining words and joining clauses using 'and'</i>	<ul style="list-style-type: none"> A cat sat on a mat and went to sleep. I like fish and chips. 	

Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> nouns, verbs and adjectives singular and plural nouns suffixes- ing, ed and er. prefix- un simple sentence compound sentences using co-ordinating conjunction 'and'. sequencing sentences 		<ul style="list-style-type: none"> capital letters for the beginning of a sentence, for names and personal pronoun I full stops question marks exclamation marks 	<ul style="list-style-type: none"> letter capital letter word singular plural sentence, punctuation mark full stop, question mark exclamation mark
Type	Name	Fiction Example	Non-fiction Example
Simple	1. Simple Noun Phrase Sentences	<ul style="list-style-type: none"> The girl wore a red coat. The rabbit had soft fur. 	<ul style="list-style-type: none"> Spread the butter using a blunt knife. The barn owl eats furry mice.
Simple/Compound	2 Expanded Noun Phrase Sentences	<ul style="list-style-type: none"> The young girl wore a red coat. The big cat had a red hat. 	<ul style="list-style-type: none"> Dragons have sharp claws. The park had a long, silver slide and four swings.
Compound	3. Co-ordinating Conjunction Sentences <i>Joining words and joining clauses using 'and'</i>	<ul style="list-style-type: none"> She got on her broom and flew home. 	<ul style="list-style-type: none"> Bats are nocturnal and sleep upside down.
Simple/Compound/Complex	4. Fronted Adverbial Sentences Time	<ul style="list-style-type: none"> Once upon a time there was boy who lived with his mother in the woods. One day, they decided to go for a walk. 	<ul style="list-style-type: none"> Yesterday, we made cakes. Next, the coach set off for the beach.
Simple/Compound/Complex	5. Statement/Question/Exclamation/ Command/ Sentences	<ul style="list-style-type: none"> He was good. Can you be good? Be good. 	<ul style="list-style-type: none"> Vegetables are good for you. Have you ever grown vegetables? Vegetables are disgusting! Eat your vegetables.

Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> nouns, verbs, adjectives formation of nouns using suffixes- ness and er compound words formation of adjectives using suffixes- ful and less use of suffixes- er, est in adjectives use of ly to turn adjectives into adverbs co-ordinating conjunctions subordinating conjunctions expanded noun phrases statement, question, exclamation or command present and past tense progressive form of present and past tense 		<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns 	<ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb past tense, present tense apostrophe, comma
Type	Name	Fiction Example	Non-fiction Example
Simple	1.Simple Noun Phrase Sentences	<ul style="list-style-type: none"> The sleek black car swerved swiftly around the track. The relieved boy raced happily to his mother. 	<ul style="list-style-type: none"> Turn the gold handle carefully. We quickly walked back to our cosy home.
Simple	2.Expanded Noun Phrase Sentences	<ul style="list-style-type: none"> The towering trees with bare branches swayed in the wind. She peered into the murky pond with algae floating on top. 	<ul style="list-style-type: none"> The enchanted forest with ancient oak trees is situated under the majestic mountains in the east.
Compound	3. Co-ordinating Conjunction Sentences and, but, or	<ul style="list-style-type: none"> Ben climbed into bed, but he couldn't sleep. They couldn't decide whether to tell Mum or keep their new pet a secret. 	<ul style="list-style-type: none"> Crack open the egg, but don't drop any of the shell in. The forecast predicted that it may be sunny or cloudy depending on where you live.
Complex	4. Subordinating Conjunction Sentences when, if, that, because	<ul style="list-style-type: none"> She'll be eaten if the big, bad wolf sees her. Harry grazed his knee when he fell over. 	<ul style="list-style-type: none"> Tawny owls come out at night because they are nocturnal. The sweet dispenser will work if you press the green button.

Simple/Compound/ Complex	5. Fronted Adverbial Sentences (when/how/where?) time, manner, place, additional, sequential	<ul style="list-style-type: none"> • In the distance, stood an old mansion. • Silently, the burglar crept up the stairs. 	<ul style="list-style-type: none"> • One sunny morning, we went on an autumn walk. • Carefully, crack the eggs into a bowl.
Simple/Compound/ Complex	6. Statement/Question/Exclamation/ Command/ Sentences	<ul style="list-style-type: none"> • She was quiet. • Can you be quiet? • How quiet you are today! • Be quiet. 	<ul style="list-style-type: none"> • Cress is good for you. • Have you ever tried cress? • This cress is disgusting! • Eat the cress.
Simple/Compound/ Complex	7. Direct Speech Sentences	<ul style="list-style-type: none"> • "Do you feel cold?" asked Mum. • "I'm frozen!" shouted the boy. 	
Simple/Compound	8. List Sentences	<ul style="list-style-type: none"> • I visited the shop and I bought apples, bananas and pears. • The girl is kind, helpful and quiet. 	<ul style="list-style-type: none"> • At the park were swings, a slide and a roundabout.
Simple/Compound/ Complex	9. Prepositional Phrase Sentences	Time <ul style="list-style-type: none"> • After tea, we waited at the bottom of the garden. Place <ul style="list-style-type: none"> • Under the stairs, were hundreds of spiders, waiting patiently for the house to fall silent. 	Time <ul style="list-style-type: none"> • Before lunch, he always worked hard in his morning lessons. Place <ul style="list-style-type: none"> • In school, Jack often played with his best friend at playtime. •
Simple	10. Short Sharp Sentences	<ul style="list-style-type: none"> • She was safe! • He froze! 	

Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> nouns, verbs, adjectives, conjunctions, adverbs, prepositions simple, compound, complex sentence main clause and subordinate clause formation of nouns using a range of prefixes use of definite or indefinite article- a or an word families based on common words expanded noun phrases statement, question, exclamation or command present and past tense progressive form of present and past tense present perfect form of verbs direct speech 		<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns inverted commas Commas before coordinating conjunctions when separating main clauses 	<ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas or speech marks paragraphs headings subheadings
Type	Name	Fiction Example	Non-fiction Example
Simple	1. Expanded Noun Phrase Sentences	<ul style="list-style-type: none"> The shiny, black Volvo swerved expertly around the tight corner. The young, tall boy skipped merrily along the cobbled street. 	<ul style="list-style-type: none"> The light, stylish trainers with a good tread grip the ground securely. The overcrowded hospitals in the centre of industrial towns were cleaned by Nightingale nurses.
Compound	2. Co-ordinating Conjunction Sentences for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> The tired boy crawled through the gates and slumped against the wall waiting for the door to open. 	<ul style="list-style-type: none"> Florence Nightingale ensured that all hospitals were clean, and patients received fresh air daily.
Complex	3. Subordinating Conjunction Sentences when, before, after, after, while, because, if	<ul style="list-style-type: none"> Sarah shivered uncontrollably while watching the snowflakes dance gently to the ground. The children silently sneaked out of the door after their parents had fallen asleep. 	<ul style="list-style-type: none"> You must brush your teeth thoroughly before you go to bed. Wild animals must be kept in secure cages.

Simple/Compound/ Complex	4. Fronted Adverbial Sentences (When/How/Where?) time, manner, place, additional, sequential, opposing, causal	<ul style="list-style-type: none"> Anxiously, Sam trudged home, carrying the unopened letter for his unsuspecting parents. Through the grimy window, I could see the outline of a dark figure. 	<ul style="list-style-type: none"> Finally, remove the cake from the oven and check that it is thoroughly baked. Due to the heavy traffic, the return journey took an hour longer than expected.
Simple/Compound/ Complex	5. Statement/Question/Exclamation/ Command/ Sentences	<ul style="list-style-type: none"> The door was closed. Would you like to come in? What long hair you have! Get in here! 	<ul style="list-style-type: none"> The duck is in the pond. Where is the duck? How expensive the prices are here! Find the duck!
Simple/Compound/ Complex	6. Speech Sentences	<ul style="list-style-type: none"> "Do you feel cold?" asked Mum as she reached out to her child. "I'm frozen!" shouted the trembling boy, jumping up and down to keep warm. 	<ul style="list-style-type: none"> "I see wonderful things!" exclaimed Howard Carter as he entered the unexplored tomb.
Simple/Compound	7. List Sentences	<ul style="list-style-type: none"> Laura barged through the front door, sprinted up the steep stairs and flopped onto her welcoming bed. 	<ul style="list-style-type: none"> He discovered golden statues, precious jewels and mummified animals.
Simple/Compound/ Complex	8. Prepositional Phrase Sentences Time -before, after, during, in because of	Time <ul style="list-style-type: none"> Before the party, I wrapped the special gift in shiny, gold paper. Place <ul style="list-style-type: none"> Beneath my feet, the ground began to shake like I was inside a popcorn machine. 	Time <ul style="list-style-type: none"> During a thunderstorm, it is essential that you stay inside where it is safe. Place <ul style="list-style-type: none"> Because of the torrential downpour, Jack's mum dropped him off at school in the car.
Simple	9. Short Sharp Sentences	<ul style="list-style-type: none"> She was safe! He ran. 	
Complex	10. Ing Verb Clause Sentences	<ul style="list-style-type: none"> Running along the lane, Jack wondered if he would make it home on time. 	<ul style="list-style-type: none"> Carrying his heavy sword proudly into battle, the soldier fought with all his might.
Complex	11. Ed Verb Clause Sentences	<ul style="list-style-type: none"> Horried at the thought of his punishment, he pedalled faster along the cobbled pathway. 	<ul style="list-style-type: none"> Amazed at the head teacher's decision to extend playtime, the excited children clapped enthusiastically.

Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> nouns, verbs, adjectives, adverbs, pronouns, possessive pronouns, prepositions, articles and determiners simple, compound, complex sentence co-ordinating and subordinating conjunctions subject-verb agreement clauses and phrases main clause and subordinate clause expanded noun phrases, adverbial phrase, prepositional phrase double negatives tenses: simple present, present progressive, simple past, past progressive 		<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns inverted commas Commas before coordinating conjunctions when separating main clauses apostrophes of possession for plural nouns commas after fronted adverbials Commas after subordinate clause 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial paragraphs headings subheadings
Type	Name	Fiction Example	Non-fiction Example
Simple	1. Expanded Noun Phrase Sentences	<ul style="list-style-type: none"> The black Mini with a cracked windscreen expertly swerved around the tight corner and abruptly pulled up outside number 11 Church Lane. 	<ul style="list-style-type: none"> The noisy but beautiful grasshopper with delicate wings hid under the lilac bush.
Compound	2. Co-ordinating Conjunction Sentences for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> The children were warned, yet they still entered the forbidden cave. Ben couldn't decide whether to hide the bones behind the garage or under the apple tree. 	<ul style="list-style-type: none"> I am allergic to cats, yet I have three of them. We played well, and won the match.
Complex	3. Subordinating Conjunction Sentences when, if, that, because, before, after, while, so	<ul style="list-style-type: none"> As Jack scuttled on all fours like a beetle, his narrow beam of torchlight uncovered the entrance to the old, disused mine shaft. While scanning the horizon, Michael observed the faint outline of a tanker ship. 	<ul style="list-style-type: none"> If you are interested in discovering more fascinating facts about this marvellous creature, please visit the museum soon.
Simple/Compound/Complex	4. Fronted Adverbial Sentences (When/How/Where?) time, manner, place, additional, sequential, opposing, causal.	<ul style="list-style-type: none"> Wearily, the young girl joined the back of the seemingly endless queue. Racing towards the finish line, Ellie suddenly realised that she might actually win. 	<ul style="list-style-type: none"> Later that day, I heard the distressing news. Furthermore, they wore protective gloves to prevent frostbite.

Simple/Compound/ Complex	5. Statement/Question/ Exclamation/ Command/ Sentences	<ul style="list-style-type: none"> Nobody could persuade him to enter the room. Would he make it out alive? How daring he once was! Don't do it! 	
Simple/Compound/ Complex	6. Prepositional Phrase Sentences Time-before, after, since, once, until, during Place- behind, above, under	Time <ul style="list-style-type: none"> Since the dawn of time, vicious wolves had prowled the uninhabited rock face, searching for prey. Place <ul style="list-style-type: none"> Inside the forgotten safe, hundreds of sparkling diamonds nestled safely in the velvet pouch. 	Time <ul style="list-style-type: none"> During the week, children attend school near to where they live. Place <ul style="list-style-type: none"> Behind the door, archaeologists discovered silver coins.
Simple/Compound/ Complex	7. Speech Sentences	<ul style="list-style-type: none"> Mum asked, "Would you like to go to the park?" Tom replied, "I'd rather go to the cinema." 	
Simple/Compound	8. List Sentences	<ul style="list-style-type: none"> Jake unzipped the door of the tent, switched on his torch and slipped into his sleeping bag ready to settle down for the night. 	<ul style="list-style-type: none"> The teacher warned the children to look at the artefacts, answer the questions carefully and to record answers on the sheet in a legible manner.
Simple	9. Short Sharp Sentences	<ul style="list-style-type: none"> He ran. She froze. Closer... Closer... Too close! 	
Complex	10. Ing Verb Clause Sentences	<ul style="list-style-type: none"> Watching over the village, the ramshackle castle perched ominously on the rocky hillside. Lottie crossed the finishing line first, feeling very relieved she had won. 	<ul style="list-style-type: none"> Worrying about what her teacher may say, Molly tucked her unfinished homework into her tray.
Complex	11. Ed Verb Clause Sentences	<ul style="list-style-type: none"> Transfixed by the vivid images, Evie's mum stared in an anxious manner at the flickering screen. 	<ul style="list-style-type: none"> Disgusted by the bully's behaviour, the perplexed head teacher gave her a stern warning and a letter to take home to her parents.
Complex	12. Relative Clause Sentences	<ul style="list-style-type: none"> The rotten, wooden shed that had been neglected for many years collapsed when Joe forced the door open. 	<ul style="list-style-type: none"> The letters, which had been written by the pupils, were opened by the Prime Minister in his office in Downing Street.

Simple/Compound/ Complex	13. Conjunctive Adverb Sentences	<ul style="list-style-type: none"> The petrified boy ran as quickly as he could; however, no matter how hard he tried, he could not escape. 	<ul style="list-style-type: none"> The chocolate cakes should be removed from the oven after thirty minutes; however, if they are not fully cooked, place them back into the oven immediately.
Complex	14. Extended List Sentences	<ul style="list-style-type: none"> The old lady wore a black pointed hat, which had a green ribbon around the middle; a long cloak with a belt; and high heeled boots. 	<ul style="list-style-type: none"> Please place in your bag a waterproof coat with a hood; a water bottle, which has a secure lid; and a wallet containing money for the gift shop.
Complex	15. Extra Information Sentences	<ul style="list-style-type: none"> The imposing mansion (which was derelict and deserted) perched silently on the hill. 	<ul style="list-style-type: none"> Mr Miller- the country's finest baker- has announced plans to bake Britain's first gingerbread muffin.

Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> nouns, verbs, modal verbs, adjectives, adverbs, pronouns, relative pronouns, prepositions, articles and determiners simple, compound, complex sentence co-ordinating and subordinating conjunctions clauses and phrases main clause and subordinate clause subject-verb agreement expanded noun phrases, adverbial phrase, prepositional phrase relative clause I and me tenses: simple present, present progressive, present perfect, simple past, past progressive, past perfect Cohesive devices: adverbials, pronouns, repetition, ellipsis Layout devices: headings, subheadings, columns, bullets, tables 		<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns inverted commas apostrophes of possession for plural nouns commas after fronted adverbials Brackets, dashes, commas to indicate parenthesis Commas to clarify meaning and avoid ambiguity Ellipsis to provide cohesion Hyphens in compound nouns, prefixes, compound adjectives and numbers to avoid ambiguity 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points ellipsis
Type	Name	Fiction Example	Non-fiction Example
Simple	1. Expanded Noun Phrase Sentences	<ul style="list-style-type: none"> The dusty history book with the tattered cover had been read many times over the years. Unrelenting waves of fear pummelled his pounding heart. Hidden amongst the dense undergrowth, the crumbling cottage with grimy windows waited patiently to be discovered by a passerby. 	<ul style="list-style-type: none"> His winning lap time, in the trickiest driving conditions imaginable, was truly inspirational. The Moon with many of its craters stretching as wide as 100km, is the Earth's closest neighbour. Flamingo Land has a wide variety of white-knuckle rides alongside a diverse collection of animals in the zoo.
Compound	2. Co-ordinating Conjunction Sentences for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> Laura felt completely relaxed, for she was on holiday. And there amongst the slithers of shattered glass poking up from the ground like witches' fingers, was the key. But this time, Michael was ready. 	<ul style="list-style-type: none"> Playing near busy roads can be highly dangerous, so children should be encouraged to play ball games in local parks or fields. The volcano suddenly erupted, and molten lava cascaded down its sides- surprising oblivious tourists milling around at its base.

			<ul style="list-style-type: none"> Uniforms have long been a way of establishing a collective identity in schools, yet many children find them uncomfortable and restrictive to wear.
Complex	3. Subordinating Conjunction Sentences as, whilst, until, despite, before, after, although, even though	<ul style="list-style-type: none"> Despite being warned not to enter the attic, Jack tugged on the dangling rope: he knew the attic would be the perfect hiding place. Although nothing was said out loud, I instinctively knew that it was my responsibility to care for the injured horse. I meandered aimlessly along the cobbled street until a high-pitched siren punctuated my happy thoughts. As if hypnotised, the young soldier marched bravely onto the battle field. 	<ul style="list-style-type: none"> Although we are 30 minutes from the A19 - situated at the end of a small country lane- we believe that a day out at Murton Park is well worth the trip. As the excited children boarded the coach in Eston, they were blissfully unaware of how long the journey to France would actually be. Almost all healthy adult lizards can successfully camouflage themselves in their environment when under threat from predators.
Simple/Compound/Complex	4. Fronted Adverbial Sentences (When/How/Where?) time, manner, place, additional, sequential, opposing, causal, explanation, persuasive, generalising	<ul style="list-style-type: none"> Tentatively, Sam clambered up the creaky steps into the dusty attic. Tenaciously, Alex marched up and down the corridor, searching for the clue that would finally reveal the hidden passageway. In a joyful manner, James cycled across town to meet his best friend in front of the clock tower at noon. With fists clenched tightly by his sides, Max patiently stood outside the head teacher's office. 	<ul style="list-style-type: none"> Throughout the year, more than 50 million tourists visit mountain regions around the world. However, you may be wondering how this award-winning family attraction is any different to any other activity farm centre. Consequently, when they finally arrived at their hotel, everyone (teachers included) were exhausted and couldn't wait to get some sleep.
Simple/Compound/Complex	5. Question/Exclamation/Statement/Command/ Sentences	<ul style="list-style-type: none"> Harry frowned in the darkness and stood for a moment undecided: it couldn't possibly be? How ludicrous this thoughtless decision turned out to be! Surely that had been an act of kindness, a sign of friendship, of welcome. 	<ul style="list-style-type: none"> Are you aware that mountains cover one fifth of the world's surface and that there are mountains in 75% of the world's countries? What an incredible amount of money raised this year! There are many ways in which unprovoked attacks on innocent gorillas can be prevented.

Simple/Compound/ Complex	6. Direct Speech Sentences	<ul style="list-style-type: none"> • "I'm petrified," Alex whispered to his best friend Tom. "Let's wait here until they've gone." • Mum shouted furiously up the stairs, "Hurry up otherwise we'll be late!" • "Is it time," he asked, "to go home?" 	
Simple/Compound	7. List Sentences	<ul style="list-style-type: none"> • Eve could speak three languages: French, Italian and Spanish. • Olivia entered the silent classroom, pulled out her chair, picked up her pencil and began to furiously write. • And then exhaustion finally overtook me, sapped the strength from my legs and forced me to lie down and sleep. 	<ul style="list-style-type: none"> • Yesterday, we went on three rides: the Nemesis roller coaster, a rather tame log fume and a huge Ferris wheel.
Simple/Compound/ Complex	8. Prepositional Phrase Sentences Time- before, after, since, once, because of, during Place- underneath, between	Time <ul style="list-style-type: none"> • Hattie had played by herself every single day since the beginning of term at St George's Primary School. • Eve always listened to music before tea. Place <ul style="list-style-type: none"> • Under the mud-encrusted plant pots, hundreds of beetles hid. Why? <ul style="list-style-type: none"> • Because of the extreme weather, James packed a thick jumper. 	Time <ul style="list-style-type: none"> • We left the cinema before the end of the film. • I have been awake since 6am. • After the film, members of the audience commented positively on the highly defined animated characters and the action-packed plot. Place <ul style="list-style-type: none"> • In between the planetarium and the café, was the gift shop.
Simple	9. Short Sharp Sentences	<ul style="list-style-type: none"> • He ran. • She froze. • Closer... Closer.... Too close! • She was safe! 	
Complex	10. Ing Verb Clause Sentences	<ul style="list-style-type: none"> • Glancing over her shoulder to check she had lost her pursuer, Katie stepped into the magic shop. • Leaning precariously to one side, the towering bookcase threatened to spill its contents onto the floor. 	<ul style="list-style-type: none"> • Following much consideration and debate, we are writing to inform you of our recent decision to extend the school day of all primary school children in the United Kingdom.

		<ul style="list-style-type: none"> Refusing to let thoughts of his past invade the present, David ploughed on across the fields. 	<ul style="list-style-type: none"> Taking into consideration both points of view, we have reached a decision. Having considered both sides of the debate, I believe that they should be banned.
Complex	11. Ed Verb Clause Sentences	<ul style="list-style-type: none"> Captivated by the melody, George's thin fingers merrily danced along the ivory keys. Transfixed by the ghostly figure, Sam instantly stopped in his tracks. 	<ul style="list-style-type: none"> Humbled by the generosity of the general public, the charity event organisers thanked the crowd for their kind donations.
Complex	12. Relative Clause Sentences who, which, where, when, whose, that	<ul style="list-style-type: none"> Jacob, who was wearing a striped T-shirt that made his arms look like twigs and glasses with lenses so thick his eyes appeared to be the size of saucers, squeezed through the iron railings of the deserted graveyard. The fragile man, who often sat alone in his chair for days on end, thought of a time when his house (and heart) was filled with laughter. 	<ul style="list-style-type: none"> The Alps, which are the most densely populated mountain region in the world, have 13 million people living on them. While the government, which decided to introduce conscription, argued that it was a fair system because all men were treated in the same way, some men were able to avoid having to go to war. If the school day were to be extended, all pupils would have access to a wider range of subjects and sporting opportunities throughout the school day, which would allow them to develop additional interests and skills.
Complex	13. Conjunctive Adverb Sentences	<ul style="list-style-type: none"> The dark skies and distant thunder dissuaded Ben from his afternoon game of football: moreover, he had English homework to complete for tomorrow. 	<ul style="list-style-type: none"> Sam's apartment complex does not allow dogs over thirty pounds: otherwise, he would have purchased the gangly Great Dane puppy in the pet store window.
Complex	14. Extended List Sentences	<ul style="list-style-type: none"> The attic had crumbling walls smeared with a layer of mould; rotting floor boards, which were poking through from beneath the threadbare carpet; and exposed beams that had been gnawed at by starving rats. 	<ul style="list-style-type: none"> Hawk Ridge Farm also has additional attractions that no other farm in the North of England can offer such as an enchanting eagle display; a rare bats' cave; and a butterfly world, containing rare species of butterfly- never seen before by members of the public.

			<ul style="list-style-type: none"> Involvement in the enterprise challenge would allow me to develop my speaking and listening skills; apply my mathematical knowledge in a real-life situation; and extend my entrepreneurial spirit.
Complex	15. Extra Information Sentences	<ul style="list-style-type: none"> So far as I could tell- though I couldn't be sure of it- there were only two of us on this island, the old man and me. The boys (referred to as the 'four mistakes' by Cherry) swam in amongst the rocks, diving and snorkelling for hours on end. 	<ul style="list-style-type: none"> A light shower (mixed with the oil and grime usually found on public roads) produced a surface so slippery that drivers instantly had to reduce their speed. The controversial petition- which was signed by many- caused great outrage amongst the community.
Complex	16. Multi-Clausal Sentences	<ul style="list-style-type: none"> Noticing the weeping children, I hugged my mum tightly, hoping to change her mind. I was lying in the sea, just floating there and daydreaming, when I heard a shriek from the beach. Before Jacob was born, the rocking horse had stood still for many years, gathering dust. 	<ul style="list-style-type: none"> Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle. Whilst in the leisure centre, you must obey the rules, which are clearly displayed.
Simple/Compound/Complex	17. Passive Voice Sentences	<ul style="list-style-type: none"> The register was taken by the instructor at the beginning of every session. 	<ul style="list-style-type: none"> The first match was won by Bankfields Primary School. The passengers on the stricken vessel were rescued by a lifeboat.
Simple/Compound/Complex	18. Figurative Language Sentences	<ul style="list-style-type: none"> The crisp white snow covered the ground like sparkling white diamonds. Smoke billowed across the unsuspecting sky, blocking out the subdued sun. Drowning in a sea of green, James fumbled for his gas mask. 	
Compound/Complex	19. Semi-colon to Separate Main Clauses	<ul style="list-style-type: none"> Numb fingers slowly unfastened the lock; the lid flew open, revealing the iridescent pearl. 	<ul style="list-style-type: none"> Jake hated the film; Emily thought it was brilliant.
Compound/Complex	20. Colon to Separate Clauses	<ul style="list-style-type: none"> Waves crashed against the algae-covered rocks: Millie gathered her shells and slipped her flip flops onto her partly submerged feet- it was time to head for home. 	<ul style="list-style-type: none"> I can't wait for tomorrow: I am going skydiving!



English

Scheme of

Work

Writing

Assessment



Teacher Assessment Guidance

Making a Judgement

- To judge that a pupil is working at a 1-/2-/3- etc, they will demonstrate in their writing **some** statements of the criteria from the -/= column and all the statements from the -/=/+ columns from the previous year group.
- To judge that a pupil is working at a 1=/2=/3= etc, they will demonstrate in their writing **most** statements from the -/= column and **some** from the + column.
- To judge that a pupil is working at a 1+/2+/3+ etc, they will demonstrate in their writing **all** statements in -/= and + columns.
- At the end of the year, a pupil's writing should meet **all** of the statements. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall.
- A particular weakness could relate to a part or the whole of a statement if there is good reason to judge that it would prevent an accurate judgement being made. For example, a pupil may have a specific learning need affecting fine motor skills which impacts on letter formation and handwriting or a specific spelling weakness.
- A pupil's writing which teachers use to make judgements must be produced independently.
- **Writing is likely to be independent if it:**
 - Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about.
 - Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves.
 - Has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
 - Is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher.



Year 1 Writing Assessment and Moderation Criteria

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

1- / 1=	1+	1M
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Understand the concept of a sentence. • When writing about personal experiences and real events, the writer orally rehearses what they are going to write about. • Writing makes sense due to spaces between words. • Writing demonstrates single simple sentences, which the writer can read back. • Writing shows an awareness of capital letters, full stops and question marks; however, this is not yet consistent or accurate. • Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. Capital letters and digits 0 to 9 are mostly formed and orientated accurately. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write sentences that are sequenced logically to form a short narrative (real or fictional). • Demarcate many sentences with capital letters and full stops and some question marks. • Begin to use the coordinating conjunction 'and'. • Use a capital letter for names of people, places, the days of the week and the personal pronoun I in many sentences. • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others. • Spell many year 1 common exception words. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing. • Use spacing between words. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Can apply the above across a range of subjects. • Can edit and improve work after teacher direction. • Use the punctuation taught in year 1 mostly correctly. • Spell most year 1 common exception words. • Letters formed accurately, correctly orientated in most of their writing and of a consistent size.

Year 2 Writing Assessment and Moderation Criteria

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

2- / 2=	2+	2M
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write maintaining form when writing narratives about personal experiences and those of others (real and fictional), writing about real events. –limited number of specified genres. • Ideas are sequenced to form simple narratives. • Sentences are expanded appropriately for effect in relation to the genre (e.g. recount, description, instructions). • Avoids confusion by using punctuation and some verb tenses correctly. • Sentence boundaries are clearly demarcated by a capital letters, full stops and question marks in many sentences. • Simple sentences are grammatically correct across a range of forms and functions. Grammar is used appropriately for the form. • Writing shows coherent use of co-ordination using or/and/but. • Some subordination is being used. • Use a capital letter for names of people, places, the days of the week and the personal pronoun I in most sentences. • More common exception words are spelt correctly. • Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied for more complex spellings. • Handwriting is legible. • Words are almost always appropriately and consistently spaced in relation to the size of the letters. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and clearly and demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. • Use present and past tense mostly correctly and consistently. • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. • Spell many words from the year 1 / year 2 spelling list. • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Make simple additions, revisions and proof-reading corrections to their own writing. • Use the punctuation taught at key stage 1 mostly correctly. • Spell most words from the year 1 / year 2 spelling list. • Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly). • Use the diagonal and horizontal strokes needed to join some letters.

Year 3 Writing Assessment and Moderation Criteria

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

3- / 3=	3+	3M
<p>The pupil can:</p> <ul style="list-style-type: none"> • Writing demonstrates some features of the given form, as appropriate to audience, purpose and context. • Compose and rehearse sentences orally prior to writing. • Plot, settings and characters from their own reading, or given structures are used as the basis of their own writing. Related information is starting to be presented together. • Writing uses a range of simple, compound and some complex sentences. Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing. Tenses are chosen accurately and used consistently on some occasions. • Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes for contraction and singular noun possession), however punctuation of direct speech is inconsistent. • Common exception words are spelt correctly, and more complex spellings are phonetically plausible. Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate. • Spell correctly some words from the year 3 / year 4 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Handwriting is legible and consistent in size and spacing with increasing attempts to join letters. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write for some different purposes and audiences, selecting language that shows some awareness of the reader. • Simple settings and characters are independently created along with a coherent plot. Direct speech is used in a simple way. Paragraphs are beginning to be used to group information and related material. • Select some vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately on many occasions. (E.g. technical vocabulary and similes.) • Use expanded noun phrases to be specific and to extend description in sentences. • Use contracted forms in simple direct speech, adverbs, adverbials and prepositions (e.g. before, after, during, in, because of) used at the beginning of sentences to vary sentence openings, subordinating conjunctions (when, if, because, although) at the end of sentences to develop ideas and simple list sentences punctuated accurately using commas. • Include examples of some devices to build cohesion (e.g. pronouns and fronted adverbials) within and between paragraphs. • Use verb tenses throughout their writing with consistency on many occasions. • Use the range of punctuation taught up to year 3 correctly most of the time, including commas and inverted commas for direct speech. Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident in the same piece of writing. • Spell correctly many words from the year 3 / year 4 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility on many occasions in joined handwriting when writing. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively with confidence using the full range of literary devices taught in year 3 for a variety of purposes and audiences, selecting the appropriate language and organisational features to entertain and engage the reader. • Writing includes ambitious and adventurous words and phrases for effect (technical terms and high-level words). • Use the full range of punctuation taught up to year 3 across a range of pieces accurately for effect.

Year 4 Writing Assessment and Moderation Criteria

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

4-/4=	4+	4M
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively using features of the given form, as appropriate to audience, purpose and context. • In narratives, describe settings and characters. • Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion. • Basic grammar is accurate, but sometimes reflects local spoken forms. Writing demonstrates competent use of a range of sentence structures, including those with a subordinate clause. A range of word and phrase choices enhance meaning and avoid repetition. Tenses are chosen accurately and used consistently on many occasions. • Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support. • Spelling is increasingly accurate and more complex spellings are phonetically plausible. There is some evidence of root words being used to spell longer words. Homophones are sometimes confused. • Handwriting is increasingly legible and consistently joined on many occasions. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write for a range of purposes and audiences, selecting language that shows awareness of the reader. • Paragraphs are used to organise ideas around a theme. • Increasingly detailed settings, characters are created around a coherent plot. • In non-narrative writing, uses simple organisational devices, including subheadings and bullet points when appropriate. • Integrate direct speech in narratives to convey characters' feelings and intentions accurately. (E.g. "I'm here!" yelled Jack excitedly.) • Select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately most of the time. (E.g. technical vocabulary, similes and metaphors.) • Use contracted forms in direct speech, fronted adverbials including prepositional phrases to vary sentence openings, subordination at the beginning and end of sentences using subordinating conjunctions, (including when, if, because, although) ing clauses followed by a comma, short sentences for impact and list sentences separated by a comma to describe action and/or settings. • Include examples of a range of devices to build cohesion. (E.g. nouns, expanded noun phrases, pronouns, adverbs and fronted adverbials) within and between paragraphs with the correct punctuation. • Nouns and pronouns are used appropriately for clarity and cohesion and to avoid repetition. • Use verb tenses consistently on most occasions and correctly throughout their writing. • Use the range of punctuation taught up to year 4 correctly on most occasions. Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident in the same piece of writing. Possessive apostrophe used mostly accurately with plural nouns. • Spell correctly most words from the year 3 / year 4 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility on most occasions in joined handwriting when writing. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively with confidence using the full range of literary devices taught in year 4 for a variety of purposes and audiences, selecting the appropriate level of formality and language and organisational features to entertain and engage the reader. • Writing includes ambitious and adventurous words and phrases for effect (technical terms and high-level words). • Use the full range of punctuation taught up to year 4 across a range of pieces accurately for effect.

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

5- / 5=	5+	5M
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write demonstrating an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows cohesion. Structure and organisation are starting to inform purpose and context with support. • Use paragraphs to organise ideas. • In narratives, describe settings and characters. • In non-narrative writing, use simple devices to structure the writing and support the reader. (E.g. headings, sub-headings, bullet points). • Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. A range of sentences containing more than one clause is used. Some relative clauses are beginning to be used (e.g. who, which, where, when). Tense choice is appropriate throughout the piece. • Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction, possessive apostrophes for plural nouns (e.g. The boys' correctly on most occasions. • Spell correctly many words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write for an increasing range of purposes and audiences, selecting language that shows good awareness of the reader. • In narratives, describe settings, characters and atmosphere. • In narratives is beginning to integrate dialogue in narratives to convey character and advance the action, using the rule new speaker-new line. (E.g. "Look out!" warned Eve in a serious tone as she peddled her bike furiously along the gloomy lane.) • Select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately most of the time. (E.g. technical vocabulary, similes, metaphors and personification.) • Use contracted forms in direct speech, a range of fronted adverbials to vary sentence openings (including prepositional phrases, ing and ed verb clauses), relative clauses and subordination at the beginning and end of sentences to develop points in complex sentences, short sentences for impact, extended list sentences using semi-colons to describe settings and modal verbs to suggest possibility. • Include examples of a range of devices to build cohesion. (E.g. conjunctions, adverbials of time and place, pronouns) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught up to year 5 correctly on most occasions. Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident in the same piece of writing. • Spell correctly most words from the year 3 / year 4 statutory spelling list. • Spell correctly many words from the year 5 / year 6 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility on most occasions in joined handwriting when writing at speed. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively with confidence using the full range of literary devices taught in year 5 for a variety of purposes and audiences, selecting the appropriate level of formality and language and organisational features to entertain and engage the reader. • Writing includes many ambitious and adventurous words and phrases for effect (technical terms and high-level words). • Use the full range of punctuation taught up to year 5 across a range of pieces accurately for effect.

Year 6 Writing Assessment and Moderation Criteria

- **'Most'** indicates that the statement is generally met with only occasional errors. (75% and above)
- **'Many'** indicates that the statement is met frequently but not yet consistently. (50%-75%)

6- / 6=	6+	6M
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write demonstrating a good understanding of a range of text types. Writing maintains form and shows cohesion. Writing uses progressively varied and powerful vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context. • Settings, characters and plot are described successfully. Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby). A range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs. • Across writing appropriate use of nouns and noun phrases modified by prepositional phrases to expand and develop ideas, information and description. Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. Relative clauses successfully add detail and description. Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). Fronted adverbials are used to vary sentence structure. Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before). • A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech. • Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes. Writing is proof-read for spelling and punctuation errors. • Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. (E.g. the use of the first person in a diary; direct address in instructions and persuasive writing.) • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. (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.) • Use a range of devices to build cohesion. (E.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at key stage 2 mostly correctly. This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. (E.g. inverted commas and other punctuation to indicate direct speech.) • Spell correctly most words from the year 5 / year 6 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility in joined handwriting when writing at speed. The national curriculum states that pupils should be taught to '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'. (E.g. capital letter and first lowercase letter following it are not to be joined.) 	<p>The pupil can:</p> <ul style="list-style-type: none"> • 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. (E.g. literary language, characterisation, structure.) • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

However, this is not always maintained when writing at efficient speed.

Year 1 and Year 2 Common Exception Words

Year 1			Year 2		
<ul style="list-style-type: none">• the• a• do• to• today• of• said• says• are• were• was• is• his• has• I	<ul style="list-style-type: none">• we• no• go• so• by• my• here• there• where• love• come• some• one• once• ask	<ul style="list-style-type: none">• pull• full• he• me• she• house• our• friend• school• put• push• you• your• they• be	<ul style="list-style-type: none">• door• floor• poor• because• find• kind• mind• behind• child• children• wild• climb• most• only• both• old• cold• gold• hold• told• every	<ul style="list-style-type: none">• everybody• even• great• break• steak• pretty• beautiful• after• fast• last• past• father• class• grass• pass• plant• path• bath• hour• move• prove	<ul style="list-style-type: none">• improve• sure• sugar• eye• could• should• would• who• whole• any• many• clothes• busy• people• water• again• half• money• Mr• Mrs• parents

Year 3 and Year 4 Statutory Spellings

<ul style="list-style-type: none"> • accident(ally) • actual(ly) • address • answer • appear • arrive • believe • bicycle • breath • breathe • build • busy/business • calendar • caught • centre • century • certain • circle • complete • consider • continue • decide • describe 	<ul style="list-style-type: none"> • different • difficult • disappear • early • earth • eight/eighth • enough • exercise • experience experiment • extreme • famous • favourite • February • forward(s) • fruit • grammar • group • guard • guide • heard • heart • height 	<ul style="list-style-type: none"> • history • imagine • increase • important • Interest • Island • knowledge • learn • length • library • material • medicine • mention • minute • natural • naughty • notice • occasion(ally) • often • opposite • ordinary • particular • peculiar 	<ul style="list-style-type: none"> • perhaps • popular • position • possess(ion) • possible • potatoes • pressure • probably • promise • purpose • quarter • question • recent • regular • reign • remember • sentence • separate • special • straight • strange • strength • suppose 	<ul style="list-style-type: none"> • surprise • therefore though/although • thought • through • various • weight • woman/women
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Year 5 and Year 6 Statutory Spellings

<ul style="list-style-type: none"> • accommodate • accompany • according • achieve • aggressive • amateur • ancient • apparent • appreciate • attached • available • average • awkward • bargain • bruise • category • cemetery • committee • communicate • community • competition • conscience • conscious • controversy • convenience • correspond 	<ul style="list-style-type: none"> • criticise (critic + ise) • curiosity • definite • desperate determined • develop • dictionary • disastrous • embarrass • environment • equip (–ped, –ment) • especially • exaggerate • excellent • existence • explanation • familiar • foreign • forty • frequently • government • guarantee • harass • hindrance • identity • immediate(ly) • individual 	<ul style="list-style-type: none"> • interfere • interrupt • language • leisure • lightning • marvellous • mischievous • muscle • necessary • neighbour • nuisance • occupy • occur • opportunity • parliament • persuade • physical • prejudice • privilege • profession • programme • pronunciation • queue • recognise • recommend • relevant 	<ul style="list-style-type: none"> • restaurant • rhyme • rhythm • sacrifice • secretary • shoulder • signature • sincere(ly) • soldier • stomach • sufficient • suggest • symbol • system • temperature • thorough • twelfth • variety • vegetable • vehicle • yacht
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