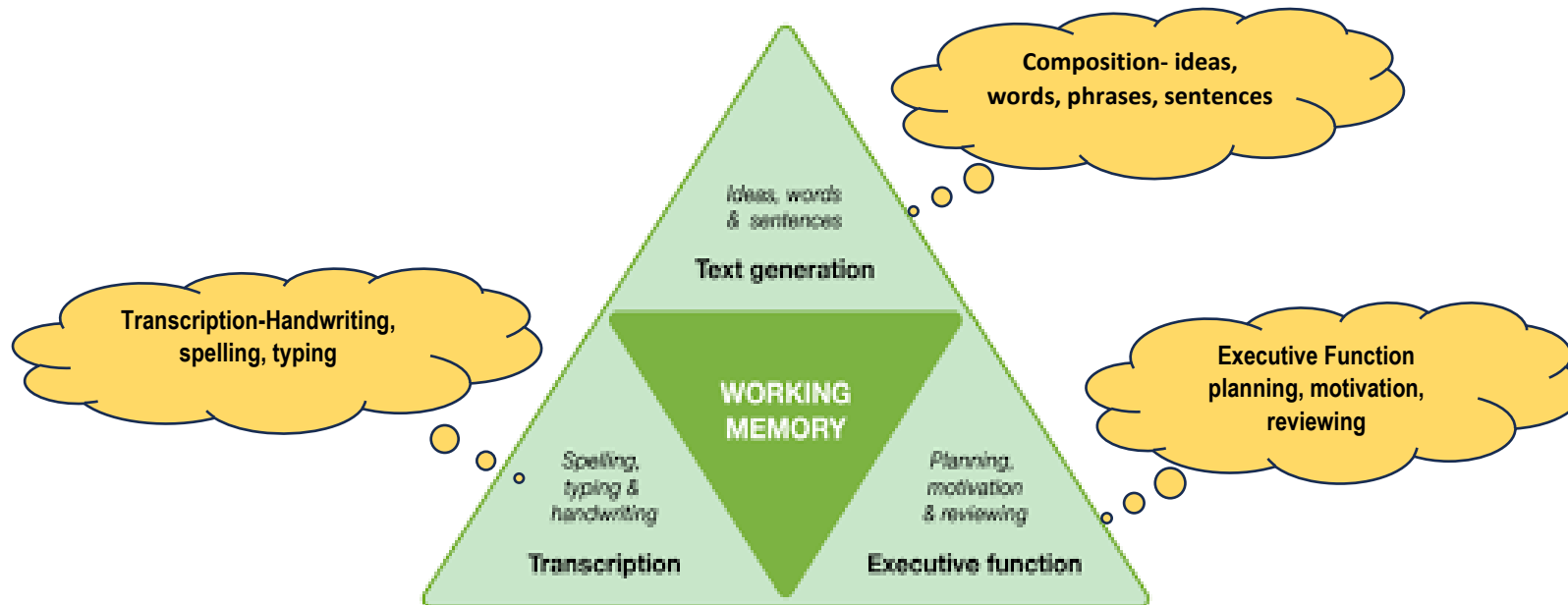




St Nicholas

Writing Progression Document

The Simple View of Writing



‘When a child writes they are often 2 distinct people – one a composer and one a secretary – both need nurturing, both need teaching’.

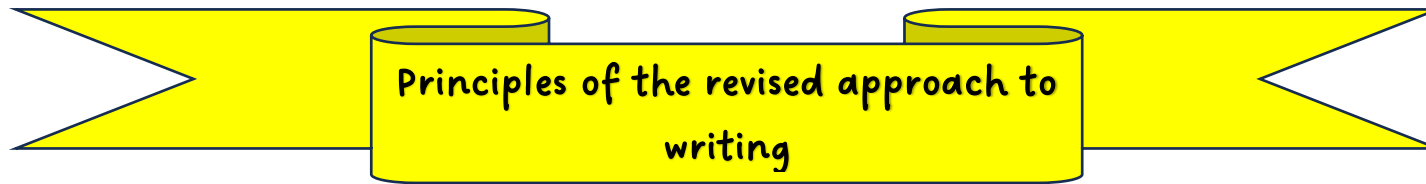
The 'simple view' in action.

← Transcription →

← Composition →

<p>Effective teaching strategies may include:</p> <p>Oral rehearsal Modelling Scaffolding guiding purposeful Practice questioning capturing ideas Vocabulary generation and execution adaptations and frames Shared composition Assertive monitoring Continual feedback Edit and improve Present for purpose /audience</p>	Pre	Gross motor skills Physical tracking Crossing the midline - connect left to right	Use basic objects and images to support interest
	F1	Combining gross motor skills with physical development / dough disco, tweezers, squiggle etc Fine motor- mark making, variety of implements - brushes, chalks, pencils Pincer to tripod grip Cutting - increasing control Early phonological awareness	Oral only Repeated patterns Phrases Retelling
	F2	Formal daily phonics Letter formation - handwriting (include some CLS) Gross into fine motor Mark making dictated sentences /phrases and words - known GPC's in addition to phonics Concept of finger spaces	Oral composition of phrases and sentences Teacher model into writing - children aid to compose Stem given for children to develop
	Yr1	Development of handwriting & the accuracy of letter formation- size and position, orientation to become more automatic - precision developing Formal daily phonics continues Discrete handwriting and spelling sessions Dictated sentences in addition to daily phonics Finger spaces embedded. Basic punctuation, full stop CL - form	Oral rehearsal into composition - teacher model - children repeat and may create form stem Focus is on sense and accuracy.- does it sound right when repeated and read aloud? Compose and write simple sentences. Teach essential punctuation and grammar sentence stem
	Yr 2	Consolidation of phonics but with an emphasis on encoding for spelling Handwriting lessons to continue - focus on accuracy and precision. Dictation of sentences with range of taught punctuation and spellings	Directly teach how to write and compose with accuracy (including punctuation, grammar and sentence structure - knowledge appropriate to working memory and prior exposure) Begin to introduce concept of audience and purpose Simple scaffolds - process /organisation
	Yr 3	Discrete handwriting teaching to continue and development of joining and fluency Spelling lessons taught and include dictated sentences	Continuation of direct teach, model, write, compose Use of punctuation for accuracy Range of scaffolds build from Yr 2 -
	Yr 4	Consolidate handwriting to be fluent, legible and consistent (all books)	As new audience and purpose develops - experience compositional elements thorough process Deconstruct, discuss effect on reader, model and compose, scaffolds, build in sophistication of vocabulary and manipulation of sentence structure and punctuation- leading to independent composition at stage appropriate (confidence and experience of child)
	Yr 5		

	Yr 6	Link spelling patterns where possible Direct teaching of spelling and vocabulary continues with dictated sentences and passages	
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Principles of the revised approach to writing

We aim to develop confident, fluent writers who are passionate and successful. We recognise the synchronicity between Reading and Writing every hour spent reading is an hour spent learning to write.

In order to achieve this, we will:

- 1) Provide children with the essential knowledge necessary for the next stage in their writing journey.
- 2) Allow children the practice they need to acquire fluent transcriptional skills so the mechanics of writing become automatic and within the child's working memory.
- 3) Ensure the emphasis and focus is carefully balanced in relation to transcription and composition (The seesaw). The shift or focus will change dependent upon the child's development stage and need.
- 4) We will create an environment which is conducive to children becoming confident writers. We will make careful choices, provide, and plan conscious adaptations with a recognition that writing is a highly complex process. Children are required to master many components- the aim being to focus the teaching lens upon the most crucial element at any given stage (for example, careful use of grammar or punctuation).
- 5) When children can demonstrate fluency of given element, we will provide pupils with frequent opportunities to write for a range of purposes and audiences.
- 6) Oracy will run throughout as a 'golden thread' which allows children to experience and use the language that they will then execute in the written form.

Communication Development (Oracy)	Attention, Listening and Understanding	Vocabulary	Speech Sounds	Sentence Building and Grammar	Storytelling and Narrative	Conversations and Social Interactions
<p>By the age of 5</p>	<ul style="list-style-type: none"> Understand they need to look at who's talking to them and think about what they're saying Listen to and understand instructions about what they're doing, whilst busy with another task Understand longer 2 to 3 part spoken instructions, E.g. "Get your coat, then choose a partner and line up by the door" Understand 'how' or 'why' questions, E.g. "How did the family escape from the bear in the story?" 	<ul style="list-style-type: none"> Understand that words can be put into groups or categories, and give examples from each category, E.g. Animals, transport, food, etc Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall Name objects, characters and animals from a description, E.g. "It lives in the jungle and is fierce with big teeth and is 	<ul style="list-style-type: none"> Produce speech that is clear and easy to understand, though may still have some immaturities Develop good knowledge and understanding of sounds and words, which are important for reading and spelling Break words up into syllables, E.g. "Fri..day" - 2 syllables, "Sat...ur..day" - 3 syllables Recognise words that rhyme or sound similar, E.g. "Cat and hat - they rhyme", "Bananas and pyjamas - they sound similar" 	<ul style="list-style-type: none"> Use well-formed sentences, longer sentences and sentences with more details, E.g. "I made a big round pizza with tomato, cheese and ham on top" Use some irregular past tense words, E.g. "I drank all my milk", "She took my teddy" Join phrases with words such as 'if', 'because', 'so', 'could', E.g. "I can have a biscuit if I eat all my dinner" Ask and answer 'what', 'where', 'when', and 'what could we do next' questions Show that they can use language 	<ul style="list-style-type: none"> List events with some detail, E.g. "We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper" Re-tell favourite stories - some parts as exact repetition and some in their own words, E.g. "...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home" Begin to add something that's gone wrong in their own stories, E.g. "...but the little boy dropped his big ice cream on the floor and he was 	<ul style="list-style-type: none"> Start conversations with other people and join in with group conversations Join in and organise role play with friends Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed Use language to communicate a wider range of things - such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. "Can we go to the park after school today - it's a lovely sunny day and it will be fun"

		<p>stripy." Children at this age will ask if they are unsure</p> <ul style="list-style-type: none"> • Use words more specifically to make their meaning clear, E.g. "I didn't want my yellow gloves, I wanted the spotty ones that match my hat" 	<ul style="list-style-type: none"> • Work out what sound comes at the beginning of a word, E.g. "Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'." 	<p>to reason and persuade, E.g. "Can I go outside because it's stopped raining?"</p>	<p>very sad and crying..."</p> <ul style="list-style-type: none"> • Describe events. These may not always be joined together or in the right order, E.g. "Daddy was cross. We was late for the football. It was broken. The car tyre" • Use longer and more complicated sentences within their stories, E.g. "When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile" 	<ul style="list-style-type: none"> • Give details that they know are important and will influence the listener, E.g. "Ahmed fell over that stone, Javid didn't push him"
<p>By the age of 7</p>	<ul style="list-style-type: none"> • Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important 	<ul style="list-style-type: none"> • Compare words - the way they look, sound or mean, E.g. "It's weird, bare and bear sound the same, but you spell them different and 	<ul style="list-style-type: none"> • Use speech that is consistently clear and easy to understand 5 Show good knowledge and understanding of sounds and words, which are important for 	<ul style="list-style-type: none"> • Ask lots of questions to find out specific information including 'how' and 'why', E.g. "How do we know burglars can't get in?" 	<ul style="list-style-type: none"> • Tell a story with important key components in place - so they set the scene, have a basic story plot and the sequence of events are 	<ul style="list-style-type: none"> • Take turns to talk, listen, and respond in two way conversations and groups • Use language they hear other people using

	<p>information, E.g. "Four buses have nine passengers each but two trains are empty. How many passengers all together?"</p> <ul style="list-style-type: none"> • Be aware of when a message is not clear and ask for an explanation, E.g. "Is the author the one that writes the story and the illustrator does the pictures?" • Understands complex 2 to 3 part instructions, E.g. "Choose a character from the story we've just read, then talk to your partner about how they feel at the end of the story" 	<p>they mean different things"</p> <ul style="list-style-type: none"> • 'Guess the word' when provided with clues using shape, size and function, E.g. "It's a wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name and starts with 'h'" • Use newly learnt words in a specific and appropriate way, E.g. "Do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical" 	<p>reading and spelling, E.g. Can identify beginning and end sounds in words</p> <ul style="list-style-type: none"> • Spot more complex rhymes, E.g. Happy/snappy • Split up short words into sounds, E.g. D-i-n-n-er • Count syllables in words, E.g. Ca-ter-pill-ar: 4 syllables • Use sound and letter links to read and spell Use a whole range of regular and irregular grammatical word endings, with few errors being made, E.g. fought, fell, brought, geese, fish 	<ul style="list-style-type: none"> • Use an imaginative range of descriptive words in sentences, E.g. "Suddenly, he saw a huge hairy creature" • Use more complicated grammar including using different ways to join phrases to help explain or justify an event, E.g. "It was scary because even the man with the dog looked worried, so we decided to get out of there" 	<p>generally in the right order</p> <ul style="list-style-type: none"> • Describe their own experiences in detail and in the right order, E.g. About a holiday, weekend activities or visits • Begin to be aware of what the listener knows already and make checks while telling a story, E.g. "You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..." • Accurately predict what will happen in a story 	<p>and begin to be aware of current peer language. They're learning that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher, E.g. Terms like, 'in your face', 'wicked' or 'yeah right'</p> <ul style="list-style-type: none"> • Exaggerate in an implausible way, to make stories more exciting, E.g. "Last year on my summer holidays I made the biggest sandcastle in the world"
<p>By the age of 9</p>	<ul style="list-style-type: none"> • Listen to information, work out which elements are key and make 	<ul style="list-style-type: none"> • Use a range of words related to time and measurement, E.g. "Next Friday 		<ul style="list-style-type: none"> • Use a whole range of regular and irregular grammatical word endings 	<ul style="list-style-type: none"> • Put interest into their voices to make storytelling 	<ul style="list-style-type: none"> • Use formal language when appropriate in some familiar situations, E.g. Showing a

	<p>relevant, related comments, E.g. "So, we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister"</p> <ul style="list-style-type: none"> Identify clearly when they haven't understood and be specific about what additional information they need, E.g. "So what do we use to measure liquid again? Is it millimetres or millilitres?" Infer meanings, reasons and make predictions, E.g. "Now, class 4, I'm going to count to 10" [Mrs Jones is getting cross, if we don't stop messing 	<p>we're going on our school trip. Mrs Malaki says we'll be about an hour on the coach - that's not too bad is it mum?"</p> <ul style="list-style-type: none"> Use a wide range of verbs to express their thoughts, or explain cause and effect, E.g. "I think that's a great idea", or "If you hold the bowl still, I'll be able to pour the mixture in" Join in discussions about a visit or activity using topic vocabulary, E.g. "Tutankhamen was about the same age as me when he became a pharaoh. He was buried in the valley of the kings with loads of treasure. Do you believe the mummy's curse?" 		<p>with few errors being made, E.g. fought, fell, brought, geese, fish</p> <ul style="list-style-type: none"> Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan, E.g. "We decided that Jenny would go first because she's the fastest and would get us a good start. Me and Jack will go in the middle and Waleed will go at the end because he does loads of sport and is really fit" Uses intonation linked to grammar to help make sense of information, E.g. "Helpful?", she cried, "you must be joking!" 	<p>exciting and come to life</p> <ul style="list-style-type: none"> Add detail or leave information out according to how much is already known by the listener Understand the interests of the listener, E.g. "Guess who I saw yesterday..." 	<p>visitor around school</p> <ul style="list-style-type: none"> Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions Use language for a range of different reasons. This is important for building friendships, E.g. Complementing or criticising, clarifying and negotiating
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	<ul style="list-style-type: none"> • around, someone will end up having to go and see the head teacher] 					
By the age of 11	<ul style="list-style-type: none"> • Begin to appreciate sarcasm when it's obvious, E.g. "My best vase, broken, now that was really clever" • Understand different question types: Open questions - "Can you tell me all about your visit to the museum?" Closed questions - "Did you enjoy your trip to the museum?" Rhetorical questions - "Wasn't that a lovely trip to the museum?" • Understand and enjoy simple jokes and recognise simple idioms, but can't really explain why they're 	<ul style="list-style-type: none"> • Use sophisticated words but meaning might not always be accurate E.g. "I had to co-operate really hard to get the work done" • Know that words can have two meanings, uses them appropriately but can't always explain how they're connected, E.g. 'Watch' (the TV and on your wrist) or 'bark' (like a dog and on a tree 		<ul style="list-style-type: none"> • Use long and complex sentence structures including more sophisticated connectives to join ideas together in conversation, E.g. 'Meanwhile', 'therefore' or 'yet' • Use questions to help conversations flow • Explain some rules of grammar and know when a sentence is not grammatically correct 	<ul style="list-style-type: none"> • Tell elaborate entertaining stories which are full of detailed descriptions • Use everyday language that is detailed and about experiences that may have happened some time ago or are planned for the future • Incorporate a subplot in telling stories and recalling events, before resolving the main storyline 	<ul style="list-style-type: none"> • Negotiate an agreement explaining other options and possible outcomes • Manage and organise collaborative tasks with little adult supervision • Realise when people don't fully understand and try to help them • Enjoy organising group games and can explain the rules effectively

Pupils will become proficient in the interrelated areas of transcription (spelling and handwriting) and composition (articulating and structuring ideas)

Executive Function: Pupils should be taught to write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings

Writing Progression – Pre-writing/Engagement Curriculum

Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Holds mark making tools in palmer grasp • Visually tracks objects as they move • Crosses the midline when playing • Makes the individual marks needed before letter △ formation- + 1 0 X • Manipulates a range of mark making tools on a range of surfaces 	
Guidance for Transcription	Direct Teaching	Provision
	<ul style="list-style-type: none"> • Sensory circuit - include activities that require crossing the midline, visual tracking and grasp / cuff rotation / wrist dexterity • 1-1 exploring treasure baskets (containing objects that encourage development of fine motor grasp, crossing the midline and visual tracking) • Small group - action songs • Small group - Write Dance (guided mark making using coordinated movements) • Small group - attention autism / communication session (such as spotty bag) • Dough disco (use sensory toys / squish toys for very early stages) . Name - letter matching • Guided mark making - focusing on the marks needed before letter formation 	<ul style="list-style-type: none"> • Opportunities to develop core strength and stability - climbing and balancing apparatus • Short handled scoops / small cups and jugs in sand and water trays • Chubby egg crayons / large chinks for exploring mark making on a large scale • Large construction blocks (mega blocks, foam bricks) • Prams / wheelbarrows / car tyres to lift and push along • Posting activities to develop grasp and hand eye coordination • Threading large beads onto sturdy rods (eg. Cheerios onto dried spaghetti, tube pasta onto pipe cleaners) • Malleable area - playdough
Spelling	<ul style="list-style-type: none"> • Begins to recognise photographs of familiar people • Matches like for like photos and symbols • Matches the letters in their name 	
Composition (Articulating and Structuring Ideas)		
Sentence Construction	<ul style="list-style-type: none"> • Adults model simple sentences as the child plays - narration to develop vocabulary and context. • Pupils can use photographs or symbols to construct simple subject- verb sentences that are relevant to them. • Pupils can offer a word / sign / photograph / symbol to complete a simple sentence that is relevant to them. 	
Accurate Use of Grammar	<ul style="list-style-type: none"> • Adults model simple sentences. 	

Punctuation	<ul style="list-style-type: none"> • Exposure to capital letter for their name.
Use of Vocabulary	<ul style="list-style-type: none"> • Explore new vocabulary with pictures, videos and real life objects where possible
<p>Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)</p>	
Planning for Writing	
Drafting Writing	
Reviewing Writing	

Writing Progression – FS1

Transcription (Spelling and Handwriting)					
Handwriting	<ul style="list-style-type: none"> • Write some or all of their name accurately • Add some marks to drawings that they give meaning to • Engage in activities that develop fine and gross motor skills in preparation for handwriting • Know the language of direction (up, down, round, back, etc.) 				
Guidance for Transcription	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 50%; text-align: center; border: none;">Direct Teaching</th> <th style="width: 50%; text-align: center; border: none;">Provision</th> </tr> </thead> <tbody> <tr> <td style="border: none;"> <ul style="list-style-type: none"> • Dough disco - following movements • Squiggle while you wiggle • Action songs incorporating large and small muscle movements • Overwriting their name - some attempts to write familiar letters from their name independently • Guided mark making </td> <td style="border: none;"> <ul style="list-style-type: none"> • Gross motor activities, balance beams / tracks, obstacle courses involving climbing, throwing objects • Add longer handled spades / scoops and sieves / waterwheels to sand and water trays • Chubby markers, crayons, pencils and whiteboard pens to explore mark making • Fine motor activities – inset puzzles, cutting (easy grip scissors- range of materials to cut and make snips) • Medium construction blocks (Caroline Pratt unit blocks, Duplo) • Threading using thread and a card • Malleable area – playdough / plasticine </td> </tr> </tbody> </table>	Direct Teaching	Provision	<ul style="list-style-type: none"> • Dough disco - following movements • Squiggle while you wiggle • Action songs incorporating large and small muscle movements • Overwriting their name - some attempts to write familiar letters from their name independently • Guided mark making 	<ul style="list-style-type: none"> • Gross motor activities, balance beams / tracks, obstacle courses involving climbing, throwing objects • Add longer handled spades / scoops and sieves / waterwheels to sand and water trays • Chubby markers, crayons, pencils and whiteboard pens to explore mark making • Fine motor activities – inset puzzles, cutting (easy grip scissors- range of materials to cut and make snips) • Medium construction blocks (Caroline Pratt unit blocks, Duplo) • Threading using thread and a card • Malleable area – playdough / plasticine
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Spelling	<ul style="list-style-type: none"> • Make marks on their picture to stand for their name • Write some or all of their name. • Write some letters accurately. 				
Composition (Articulating and Structuring Ideas)					
Sentence Construction	<ul style="list-style-type: none"> • Say simple phrases • Say words that have personal meaning • Teacher rephrases language used into a correct simple sentence 				
Accurate Use of Grammar	<ul style="list-style-type: none"> • Know that words or phrases carry meaning both orally and in print • Know (through teacher rephrasing) that there is a correct way of saying a simple sentence 				
Punctuation	<ul style="list-style-type: none"> • Recognise name (including CL at start) • Recognise some letters including CLs 				
Use of Vocabulary	<ul style="list-style-type: none"> • Word 				

	<ul style="list-style-type: none"> • Terminology in SSP (e.g. sound)
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Tell adult what you are 'writing' about (mark-making)
Drafting Writing	<ul style="list-style-type: none"> • Communicate meaning verbally or through gestures
Reviewing Writing	<ul style="list-style-type: none"> • Respond to questions from adults about my "writing" - to associate their mark making with meaning.

Writing Progression – FS2

Transcription (Spelling and Handwriting)		
Handwriting	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip • Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds • Form the digits 0 – 9 correctly, starting and finishing these in the right place • Sit correctly at a table, holding a pencil comfortably and correctly. 	
Guidance for Transcription	Direct Teaching <ul style="list-style-type: none"> • Name writing • Daily Phonics • Letter formation • Dictated words / sentences 	Provision <ul style="list-style-type: none"> • Opportunities to further develop visual tracking/ hand eye coordination (i.e. magnetic / safe dart board, beanbag target) • Add items to sand and water trays to further develop fine motor operation (i.e. trowels, moulds, pipettes, test tubes and funnels) • Standard felt pens, crayons, pencils and pens with a range of surfaces to explore and consolidate mark making and letter formation skills • Introduce more intricate construction – Lego, Mobilo • Cutting skills – attempting to cut more complex patterns • Threading using standards beads and string • Using intricate items that require a pincer grip (eg. Tweezers, pipettes) • Malleable area – playdough / theraputty / plasticine / clay)
Spelling	See Read, Write, Inc phonics scheme	
Composition (Articulating and Structuring Ideas)		
Sentence Construction	<ul style="list-style-type: none"> • Begin to recognise how words can combine to make simple sentences • Write words/phrases that have personal meaning • Write simple phrases • Write short sentences independently with known GPCs • Orally rehearse extended sentences using 'and' • Practise writing dictated sentences that contain known GPCs and taught CEWs 	
Accurate Use of Grammar	<ul style="list-style-type: none"> • Know that words/phrases and sentences carry meaning both orally and in writing • Know that words and phrases are put together to form a sentence • Begin to know that a simple sentence contains one independent clause – a group of words that forms a complete thought • Know how to extend a sentence using the coordinating conjunction 'and' (oral) 	

Punctuation	<ul style="list-style-type: none"> • Recognise CL at start of sentence and FS at end (see in. reading and models) • Use finger spaces between words • Write name (mainly with CL at start) • Separation of words • Write lower case letters • Form some upper case letters • Dictate with teacher composed phrase
Use of Vocabulary	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Sentence • Full stop • Terminology in SSP (e.g. phoneme, grapheme)
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Orally plan and sequence ideas in narrative with adult support and through the use of props, inc. puppets
Drafting Writing	<ul style="list-style-type: none"> • Orally rehearse phrases and sentences before mark-marking or writing
Reviewing Writing	<ul style="list-style-type: none"> • Discuss their writing with adults and peers, giving an opinion, e.g. "I like my story because ..."

Writing Progression – Year 1

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Write lower case letters, and capital letters and digits in the correct direction, starting and finishing in the right place with a good level of consistency and fluency • Work on consistency of letter sizes in relation to each other • Understand which letters belong to which handwriting family (i.e. letters that are formed in similar ways) and to practise these • Leave spaces between words
Spelling	See Read, Write, Inc phonics scheme
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Recognise that words combine to make simple sentences • Write a 'who' + 'verb' + 'who'/'what'/'where' sentence • Write an 'and' sentence • Write an opposite 'and' sentence • Write a sentence that contains an adjective or noun phrase • Write a question sentence • Practise writing dictated sentences that contain known GPCs and taught CEWs • Sequencing sentences to form short narratives (i.e. 2 or 3 sentences)
Exemplification of Sentence Types (Above)	<p>Write a 'who' + 'verb' + 'who'/'what'/'where' sentence: <i>Max put the lead on the dog. The dog barked at the man.</i></p> <p>Write an 'and' sentence: <i>I went to the shop and bought some apples.</i></p> <p>Write an opposite 'and' sentence: <i>Max is tall and Sam is short.</i></p> <p>Write a sentence that contains an adjective or noun phrase: <i>The old, wooden door slammed shut.</i></p> <p>Write a question sentence: <i>How old is your sister? Can I play with you? Where is your dog?</i></p>
Accurate Use of Grammar	<ul style="list-style-type: none"> • Know that a simple sentence (containing one independent clause) is made up of a subject and predicate (which includes a verb and says what the subject is doing or thinking or how the subject is acting). • Know that nouns are the words we use to name people, places, or things • Know that simple plurals of nouns, made by adding the suffix 's' or 'es', indicate more than one • Know that a verb is a word that indicates a physical action • Know that all sentences need a verb • Know that 'and' is a coordinating conjunction 'which is used to join words and clauses • Know that adjectives are words used to describe and give more information about a noun, which could be a person, place or object • Know that a phrase is a small group of words that does not contain a verb (as soon as a verb is included, the group of words become a clause).

	<ul style="list-style-type: none"> • Know that a noun phrase includes one noun as well as a word(s) that describes it, • Know that an exclamation is forceful statement which expresses high levels of emotion or excitement. Exclamations can begin with 'what' or 'how' and are usually punctuated by an exclamation mark! • Know that a question is a type of sentence that we ask or write to gain further information from a person or people responding. Written questions are punctuated with a question mark to show that the sentence has been completed.(?) • Begin to know that a personal pronoun is a word which can be used instead of a person, place or thing, including using 'I' instead of saying or writing your name
Punctuation	<ul style="list-style-type: none"> • Separation of words within sentence • Write upper and lower case letters. • Use CL in name and place • Dictate with teacher composed phrase • Use a full stop at the end of a sentence • Recognise that some sentences end with exclamation marks for effect - identify in reading and models
Use of Vocabulary	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark • Plural noun suffixes (-s or -es) • Suffixes • Verbs • Prefix • Adjectives • Clauses • Pronoun
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Use familiar plots for structuring the opening, middle and end in narrative. • Sequence events and finally non-fiction texts using pictures and props, adding sequencing vocabulary such as 'first', 'after that'
Drafting Writing	<ul style="list-style-type: none"> • Orally compose every sentence before writing

	<ul style="list-style-type: none">• Re-read every sentence to make sure it makes sense
Reviewing Writing	<ul style="list-style-type: none">• Discuss their writing with adults and peers, e.g. using speaking frames such as "The best word I have used is .." "My handwriting is good because ..." "I am proud of my writing because .."

Writing Progression – Year 2

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Use lead up on the letters they write • Begin to use the diagonal and horizontal strokes needed to join letters. • Form lower case letters of the correct size in relation to one another
Spelling	See Read, Write, Inc phonics scheme/Read, Write, Inc Spelling Programme
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Write sentences with subordinating conjunctions in the middle of a sentence (because, when, if, then, that) • Write a sentence that includes a coordinating conjunction (but, and, or) • Write question sentences using 'who, what, why, will, how and where', knowing these are different to exclamation sentences, statements and commands • Write sentences that end with an exclamation mark for effect • Write a command sentence using an imperative verb, knowing these are different to question sentences, exclamations or statement sentences • Write an expanded noun phrase for description and specification • Write a sentence containing two adjectives before the noun, separated with a comma • Write a sentence containing a list separated by commas and using an 'and'
Exemplification of Sentence Types (Above)	<p>Write sentences with subordinating conjunctions in the middle of a sentence (because, when, if, then): <i>We can't go to the shop because it is closed. I will go out to play if it stops raining</i></p> <p>Write a 'but' sentence: <i>The dog is friendly but he can be shy</i></p> <p>Write question sentences using 'who, what, why, will, how and where': <i>Why do zebras have stripes? Who put the box there?</i></p> <p>Write sentences that end with an exclamation mark for effect: <i>The thunder was deafening! Max's singing was delightful!</i></p> <p>Write a command sentence using an imperative verb: <i>Drink your water. Put the flour in.</i></p> <p>Write a sentence containing two adjectives before the noun, separated with a comma: <i>He was wearing an old, wrinkly shirt.</i></p> <p>Write a sentence containing a list separated by commas and using an 'and': <i>His hair was long, brown and unwashed. The spider's legs were long, thick and hairy.</i></p>
Accurate Use of Grammar	<ul style="list-style-type: none"> • Know that as well as a verb indicating a physical action (e.g., "drive"), it also indicates a mental action (e.g., "think"), or a state of being (e.g., "exist"). • Use the past and present tense, using the progressive form of verbs to mark actions in progress • Know how to extend or to join sentences with coordinating conjunctions (and, but, or) or subordinating conjunctions (when, if, that, because) or with adjectives to create noun or extended noun phrases • Know how to use suffixes (-ness, -er) to form nouns, or (-ful, -less) to form adjectives, or (-er, -est, -ly) to turn adjectives into adverbs • Know that adverbs describe how an action was carried out • Know how to combine words to make compound words, e.g. whiteboard or superman • Know that different sentence types have different functions – statements, exclamations, questions and commands
Punctuation	<ul style="list-style-type: none"> • Write sentences with CL , FS

	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list - can be through dictation to begin • Apostrophes to mark contracted forms in spelling
Use of Vocabulary	<ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Adverb • Verb • Tense (past/present) • Apostrophe • Comma • Subordination • Coordination • Present tense • Past tense • Progressive (form of verbs)
<p>Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)</p>	
Planning for Writing	<ul style="list-style-type: none"> • Plan and discuss what to write about and begin to record ideas, collecting new vocabulary, key words and ideas • Begin to think about who writing is for
Drafting Writing	<ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing • Use specific text-type features to write for a range of audiences and purposes
Reviewing Writing	<ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose • Evaluate their writing with adults and peers, reflect on how well it has met its purpose and the effect on the audience • Proof-read to check for errors in spelling, grammar and punctuation, including the correct form of verbs e.g. spotting and changing "He walk to the shop" to "He walked to the shop" or "He was walking to the shop"

Writing Progression – Year 3

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Use a neat, joined handwriting style with increasing accuracy and speed • Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.
Spelling	Read, Write, Inc Spelling Programme (For suggested dictated sentences – refer to Appendices)
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Write a sentence using an 'ly' adverb to show how something is happening • Write a 'verb, person' sentence where The verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence • Write a double 'ly' ending sentence, where the sentence end in two adverbs which add detail and describe how the verb within the sentence is being carried out (manner) • Write a simple speech sentence • Write a power of three sentence (Description or words are used to help the reader visualise and feel the action) • Write a sentence which contains a coordinating conjunction from the selection but, or, yet, so • Write a short sentence for effect (generally of 1 – 3 words) • Further writing of sentences that include a subordinating conjunction (<i>because, when, if, that</i>) using the correct terminology subordinate clause
Exemplification of Sentence Types (Above)	<p>Write a 'verb, person' sentence where the verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence: <i>Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.</i></p> <p>Write a double 'ly' ending sentence, where the sentence end in two adverbs which add detail and describe how the verb within the sentence is being carried out (manner): <i>He swam slowly and falteringly. He laughed loudly and heartily.</i></p> <p>Write a simple speech sentence: <i>"I didn't see anything," said the boy.</i></p> <p>Write a power of three sentence (Description or words are used to help the reader visualise and feel the action): <i>The honey was sticky, sweet and delicious. The wolf walked between the trees, through the leafy bushes and into the dark forest.</i></p> <p>Write a sentence which contains a coordinating conjunction from the selection but, or, yet, so : <i>He was mostly friendly but he could be nasty. He could be friendly or he could be nasty. It was a beautiful morning so he went out for a walk.</i></p> <p>Write a short sentence for effect (generally of 1 – 3 words): <i>Then it happened. Everything failed. The door opened</i></p>
Accurate Use of Grammar	<ul style="list-style-type: none"> • Know how to use adverbials of manner to show how something is happening • Know how to use a greater range of coordinating conjunctions to link independent clauses (for, and, nor, but, or, yet, so) • Know how to further extend sentences using the subordinating conjunctions: when, if, that, because, while, when • Know how to form nouns using a range of prefixes, such as super-, anti-, auto • Know how to use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)

	<ul style="list-style-type: none"> • Know that word families are based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Know that a preposition is a word/phrase that tells you where or when something is in relation to something else • Know how to express time, place and cause using conjunctions (for example, when, so, before, after, while, because), adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in, because of) • Begin to know that paragraphs are a way to group related material • Know how to use headings and sub-headings to aid presentation • Know how to use of the perfect form of verbs instead of the simple past [for example, 'He has gone out to play' contrasted with 'He went out to play']
Punctuation	<ul style="list-style-type: none"> • Embed Use of ? . and ! • Introduction to inverted commas to punctuate direct speech • Use a comma in a list
Use of Vocabulary	<ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix' • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (or speech marks) • Nouns • Prefixes • Use of the forms a/an • Adverbs • Present perfect form of verbs
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Begin to identify and discuss the purpose, audience, structure, vocabulary and grammar when planning writing • Discuss and record ideas with adult guidance
Drafting Writing	<ul style="list-style-type: none"> • Create and develop settings, characters and plots for narrative writing • Improvise, create and write dialogue • Group related material into paragraphs • Use headings and sub-headings to organise information

Reviewing Writing

- Proofread to check for errors in spelling, grammar and punctuation (from year group content and prior year group content) in own and others' writing, e.g. independently using a dictionary to check spellings
- With a focus on audience and purpose, discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

Writing Progression – Year 4

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Spelling	Read, Write, Inc Spelling Programme (For suggested dictated sentences – refer to Appendices)
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Write an emotion followed by a comma (Emotion first followed by the actions that are caused by the emotion) • Write an 'as ... 'ly' sentence (the first part of the sentence opens with an action description, which starts with the word 'as' and ends with an adverb) • Write an 'ing/, ed' sentence, which begins with the 'ing' verb, followed a location of the action. Focus on the use of prepositions in the first part of the sentence to explain where this is happening. • Write an 'if, if, if, then' sentence (summarising a dramatic plot at the beginning or end of a story in groups of three) • Write a sentence with 'an action, more action' (this two part sentence starts with a two-part clause which starts with the phrase 'With a ... ' followed by an action and a comma. The main then describes more action which then occurs simultaneously) • Write paired conjunctions sentences, where some words need a second word in order to make sense
Exemplification of Sentence Types (Above)	<p>Write an emotion followed by a comma (Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.): <i>Desperate, she screamed for help. Terrified, she froze instantly on the spot where she stood</i></p> <p>Write an 'as ... 'ly' sentence (the first part of the sentence opens with an action description, which starts with the word 'as' and ends with an adverb. The coned part of the sentence is a description of a related and often consequential action): <i>As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called "evaporation".</i></p> <p>Write an 'ing/, ed' sentence, which begins with the 'ing' verb, followed a location of the action. Focus on the use of prepositions in the first part of the sentence to explain where this is happening: <i>Driving to town, he stopped to watch the UFO land. Running towards the beach, he halted as the floor gave way.</i></p> <p>Write an 'if, if, if, then' sentence (summarising a dramatic plot at the beginning or end of a story in groups of three. The emphasis should be on using a comma after each clause): <i>If his alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</i></p> <p>Write a sentence with 'an action, more action' (this two part sentence starts with a two-part clause which starts with the phrase 'With a ... ' followed by an action and a comma. The main then describes more action which then occurs simultaneously): <i>With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, the astronaut stepped carefully onto the surface of the moon.</i></p> <p>Write paired conjunctions sentences, where some words need a second word in order to make sense: <i>Neither money nor gifts could persuade him. It was both cold and unpleasant in the hotel room.</i></p>
Accurate Use of Grammar	<ul style="list-style-type: none"> • Use a wider range of subordinating conjunctions (although, if, when, while that, though, even if, because, unless, since) to form complex sentences • Know the grammatical difference between plural and possessive when adding -s to a word

	<ul style="list-style-type: none"> • Know how to use standard English forms for verb inflections instead of local spoken forms ('we were' instead of 'we was', 'I did' instead of 'I done') – subject/verb agreement • Know how to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Know how to use fronted adverbials of time, reason, manner and place (e.g. Later that day, I heard the bad news.) • Know how to paragraphs to organise ideas around a theme • Know how to make an appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition • To use the full range of tenses (Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect)
Punctuation	<ul style="list-style-type: none"> • Colon to introduce items in a list • Use of inverted commas to punctuate direct speech • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) • Use of commas after fronted adverbials
Use of Vocabulary	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial • Plural • Possessive • Verb inflections • Fronted adverbials • Pronoun • Noun • Sentences • Cohesion • Apostrophes to mark plural possession
<p>Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)</p>	
Planning for Writing	<ul style="list-style-type: none"> • Identify and discuss the purpose, audience, structure, vocabulary and grammar when planning writing • Discuss and record ideas for planning, beginning to think about the best form of planning for the intended purpose
Drafting Writing	<ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense • Plan and write an opening paragraph which combines setting and character/s • Improvise and compose dialogue demonstrating an understanding of standard and non-standard English • Use different sentences structures • Use paragraphs to organise writing • Link ideas across paragraphs, using fronted adverbials for when and where, e.g. Several hours later ..., Back at home ...

Reviewing Writing

- Proofread to check for errors in spelling, grammar and punctuation (from year group content and prior year group content) in own and others' writing, e.g. Standard English verb inflections such as correct
- use of "was" and "were"
- With a focus on audience and purpose, discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

Writing Progression – Year 5

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version • Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way
Spelling	Read, Write, Inc Spelling Programme (For suggested dictated sentences – refer to Appendices)
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Write sentences that start with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas • Write sentences with an embedded relative clause using a range of relative pronouns, using commas appropriately. • Write a sentence beginning with two pairs of related adjectives, where each pair is followed by a comma • Write a three bad - ? sentence (three negative adjectives followed by a dash, then a question which relates to the adjectives) • Write a sentence which uses dashes/commas/ brackets to indicate/include parenthesis • Write sentences in which the position of the parenthesis is varied • Write sentences begin with one word or phrase followed by a colon. This is then followed by a definition of the word. • Write a 'The question is: ...' sentence (The first sentence is a short description of an action or statement of fact. The second sentence begins with the phrase 'The question is': followed by an intriguing question which draws the reader in).
Exemplification of Sentence Types (Above)	<p>Write sentences that start with three adjectives that end in -ed and describe emotions. The -ed words must be followed by commas: <i>Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.</i></p> <p>Write sentences with an embedded relative clause using a range of relative pronouns, using commas appropriately: <i>Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</i></p> <p>Write a sentence beginning with two pairs of related adjectives, where each pair is followed by a comma: <i>Exhausted and worried, cold and hungry, they did not know how much further they had to go.</i></p> <p>Write a three bad - ? Sentence (three negative adjectives followed by a dash, then a question which relates to the adjectives): <i>Cold, dark, airlessness – which would kill the spacemen first? Greed, jealousy, hatred – which of these is most evil?</i></p> <p>Write a sentence which uses dashes/ commas/brackets to indicate/include parenthesis/Write sentences in which the position of the parenthesis is varied:</p> <p><i>Clouds, tinged with amber, began rolling across the sky. My family is getting a new dog from the shelter (we are going to name him Barney). The route was treacherous – narrow paths, thick vines and who knows what hiding out of sight – and they would need to be careful.</i></p> <p>Write sentences beginning with one word or phrase followed by a colon. This is then followed by a definition of the word: <i>Monday: the longest day of the week!</i></p> <p><i>World War Two: a time when many people lost their lives.</i></p>

	Write a "The question is ..." sentence (The first sentence is a short description of an action or statement or fact. The second sentence begins with the phrase "The question is" followed by an intriguing question which draws the reader in) : <i>Over 80% of children aged 11 to 16 own a mobile phone. The question is should we move to banning phones for young people?</i>
Accurate Use of Grammar	<ul style="list-style-type: none"> • Use the full range of subordinating conjunctions (AWHITEBUS) • Know that nouns or adjectives can be converted into verbs using suffixes such as -ate -ise -ify • Know how to use the verb prefixes: dis-, de-, mis-, over- and re- • To use relative clauses beginning with the relative pronouns: who, which, where, why, whose, that, or an omitted relative pronoun • Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) • Know how to indicate degrees of possibility using modal verbs (e.g. might, will, should, must) • Know how to use cohesive devices within a paragraph (e.g. then, after that, firstly) • Know how to link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
Punctuation	<ul style="list-style-type: none"> • Pairs of brackets, dashes -or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Use of Vocabulary	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity • Nouns • Adjectives • Verbs • Suffixes • Verb prefixes • Adverbs • Adverbials
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Identify the audience and purpose for writing, selecting the most appropriate language and structures • Use similar writing models to inform planning • Draw on reading and research, noting and developing ideas • Begin to consider how authors develop ideas

Drafting Writing	<ul style="list-style-type: none">• Blend action, dialogue and description within and across paragraphs• Use different sentence structures with increasing control
Reviewing Writing	<ul style="list-style-type: none">• Proofread to ensure:<ul style="list-style-type: none">○ Consistent and correct use of tense throughout○ consistent subject and verb agreement○ spelling and punctuation errors are addressed• Assess the effectiveness of own and others writing in relation to purpose and audience, suggesting changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning

Writing Progression – Year 6

Transcription (Spelling and Handwriting)	
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task • Recognise when to use an un-joined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form)
Spelling	Read, Write, Inc Spelling Programme (For suggested dictated sentences – refer to Appendices)
Composition (Articulating and Structuring Ideas)	
Sentence Construction	<ul style="list-style-type: none"> • Write a description: detail sentence (Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.) • Write a compound sentence which using a semi-colon instead of a conjunction • Write an 'imagine: three examples sentence. Sentence begins with: The word 'Imagine' It then describes three parts of something: the first two parts are separated by commas, the third ends with a colon. • Write a 'The more, the more' sentence (This sentence is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action) • Write an 'irony' sentence, to deliberately overstate how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.) • Write an 'emotion – consequence' sentence (This two part sentence starts with a description of a character's emotion followed by a dash and a description of a consequence of that feeling) • Write a 'tell: show 3' sentence (A two part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon, the list of 3 examples follow. As this is a phrase list, semi-colons are used between the details rather than commas) • Use deliberate repetition to write a 'when ...; when ...; when ..., then ...' sentence.
Exemplification of Sentence Types (Above)	<p>Write a description: detail sentence (Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail: <i>The vampire is a dreadful creature: it kills by sucking all the blood from its victims. Snails are slow: they take hours to move the shortest of distances. Alma was terrified: her blood turned cold.</i></p> <p>Write a compound sentence which uses a semi-colon instead of a conjunction: <i>Imogen missed the bus; she had to walk to town. It was a glorious day: we spent the afternoon in the park. She was excited: I was terrified.</i></p> <p>Write and imagine: three examples sentence. Sentence begins with the word "imagine". It then describes three parts of something: the first two parts are separated by commas, the third part ends with a colon: <i>Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Adromeda 5 system, there is such a planet.</i></p> <p>Write a "the more, the more" sentence. (This sentence is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action: <i>The more upset she was, the more her tears flowed. The more confident she became, the more talkative she seemed to be.</i></p>

	<p>Write an "irony" sentence to deliberately overstate how good or bad something is and this is placed in inverted commas. The overstated word is then shown to be false though the remainder of the sentence, which reveals the truth: <i>Our 'luxury' hotel turned out to be a Farm outbuilding. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap yard, rubbish tip.</i></p> <p>Write an "emotion – consequence" sentence (This two-part sentence starts with a description of a character's emotion followed by a dash and a description of a consequence of that feeling): <i>Alex was furious – he tore the contract up immediately. The professor was inconsolable – he wept for days on end.</i></p> <p>Write a "tell:show 3" sentence (A two part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon, the list of three examples follows. As this is a phrase list, semi-colons are used between the details rather than commas): <i>He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</i></p> <p>Use deliberate repetition to write a "When ...; when ...; when ...; then ..." sentence: <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.</i></p>
<p>Accurate Use of Grammar</p>	<ul style="list-style-type: none"> • Know the language and structures that are more appropriate for formal speech and writing, including subjunctive forms, vs informal writing, such as question tags. • Know how to use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause • Know how words are related by meaning as synonyms and antonyms • Know how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as: on the other hand, in contrast, or as a consequence], and ellipsis • Know that the boundary between independent clauses can be marked using a range of punctuation (see punctuation section) • Make use of layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]
<p>Punctuation</p>	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) • Use of the colon to introduce a list Punctuation of bullet points to list information • Use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
<p>Use of Vocabulary</p>	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipses • Hyphen • Colon • Semi colon

	<ul style="list-style-type: none"> • Bullet points • Cohesive devices • Adverbial • Clauses • Punctuation
Executive Function (write for a range of purposes and audiences in order to entertain, inform, persuade and to express feelings)	
Planning for Writing	<ul style="list-style-type: none"> • Identify the audience and purpose for writing, selecting the most appropriate language and structures • Choose appropriate text-form and type for all writing • Use similar writing models to inform planning • Draw on reading and research, noting and developing ideas • Consider authors develop ideas; use this to create a 'toolkit' of devices to support own writing
Drafting Writing	<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact • Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal) • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung his grubby school-bag and announced through gritted teeth, "It's not fair!" • Consciously control the use of different sentence structures for effect • Use a wide range of devices to build cohesion within and across paragraphs • Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one word sentences
Reviewing Writing	<ul style="list-style-type: none"> • Proofread to ensure: <ul style="list-style-type: none"> ○ Consistent and correct use of tense throughout ○ consistent subject and verb agreement ○ spelling and punctuation errors are addressed • Assess the effectiveness of own and others writing in relation to purpose and audience, suggesting changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning

Appendix 1:

Guidance for planning sequences of lessons: How do teachers help pupils get better at writing?

Introduction:

There is no doubt that teaching writing is complex, and teaching it effectively is challenging. To teach writing well, we have to consider every aspect of the writing experience and crucially teach pupils how to write.

Step 1: Backward Planning/Sequencing

It is essential, when planning sequences of lessons in writing, that the principles of **backward planning or backward sequencing** are applied. In other words, you can't begin to plan writing without knowing what it is you want pupils **to be able to write (independently)** by the ends of the sequence of lessons – this should include identifying the intended **purpose** of writing (to entertain, to inform, to persuade or to express feelings or a combination) and who the writing is for (**the intended audience**)

Step 2a: Identifying the essential new knowledge you want the pupils to know, remember and use by the end of your sequence of lessons

Use the writing progression document to identify what your pupils need to be working on next – ideally this will be **around three new pieces of knowledge** over the sequence of learning (less if you are working with the youngest pupils or pupils who are working significantly below). This knowledge will be taken from the **Composition: 'sentence construction', 'accurate use of grammar' or 'punctuation'** sections of the progression document (remember Transcription: Handwriting and spelling should be taught separately and the Executive Function section will be covered as pupils begin to write). The knowledge you select **should enable pupils to get better at their writing** but should also enable them to be **successful in their independent writing** at the end of the sequence of learning. This is a crucial step and relies on your accurate knowledge of the pupils in your class. Careful consideration should be given to the **cognitive demand** of the new knowledge you select to teach.

Step 2b: Knowing the knowledge and skills you expect the pupils to be fluent in already (prior knowledge)

Learning new knowledge relies on pupils being **secure** in the knowledge they **have already been taught**. As teachers, you should know what pupils will have been taught before and should be able to **retrieve and apply** to their writing **fluently** and with **automaticity** (although they may need some **cued recall** here to remind pupils about previously taught knowledge). For example: If you are moving on to teach pupils how to add a reporting clause to speech that also includes action, it is reasonable to assume pupils are already familiar with accurately punctuation basic direct speech and should be able to add a simple reporting clause. Identifying what pupils should already know and remember, **linked to the new knowledge** you are planning on teaching, means tracking back to earlier in the year or to previous years on the progression document. You should consider the work on transcription, taught in addition to your writing lessons, as this will allow you to consider what you should reasonably expect from your pupils in terms of their handwriting and spelling.

Step 3a: Identifying a stimulus

Very few of us can write from a void and our pupils are no different. They will need something that helps to ignite their imaginations and begins to get their ideas flowing. A **stimulus** for writing can be drawn from a wide-range of sources: A text extract, a short story, a non-narrative text, an object, a visit or experience, a poem, a piece of art-work, a picture or image, a piece of music, song lyrics, a film extract or short film, an advert, a letter, a newspaper article or report or significant event (this list is not exhaustive). The stimulus should be of **high quality** and have **clear links** to what you are going to ask pupils to write about.

Give careful consideration about when to introduce the stimulus - this might be at the start of a sequence of learning or following the direct teaching of knowledge prior to giving consideration to planning for writing and learning about the specifics of the writing purpose (to entertain, inform, persuade or express feelings).

Step 3b: Identifying other supporting resources

Throughout the sequence of lessons, especially as you are introducing new knowledge, it is essential that pupils are exposed to **quality writing examples**, either as **models of writing** or as **models of specific sentence structures, use of punctuation or grammar application** for pupils to draw on. These need to be prepared and considered prior to teaching the specific lessons.

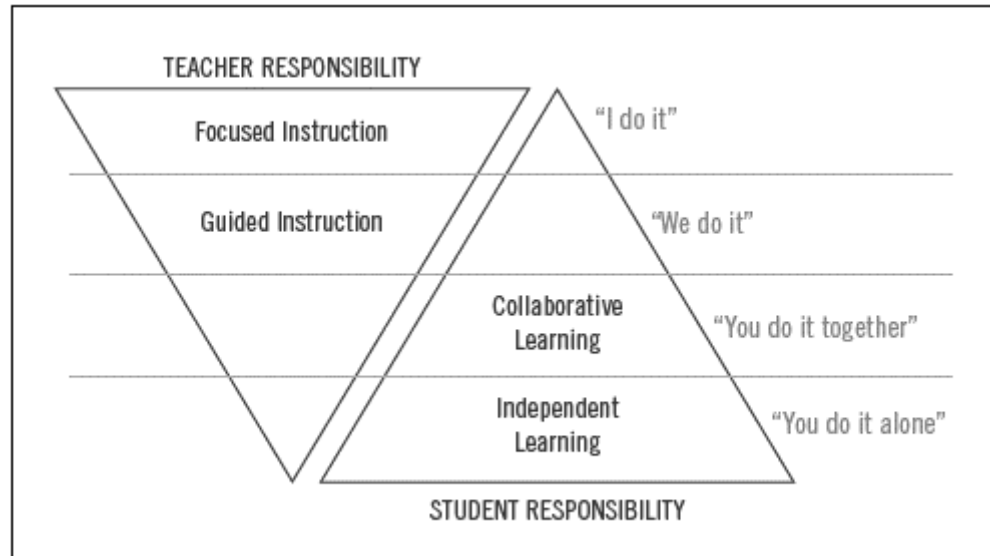
Step 4: Mapping out how pupils will be taught the new knowledge in a way that enables them to become fluent in using and applying the knowledge (Guiding pupils' learning and giving them opportunities to practice until they reach the point of automaticity)

Step 4a: Introduction:

New knowledge needs to be explicitly taught, including making explicit links to prior related knowledge. Pupils also need to be given opportunities to practice applying the newly acquired knowledge initially in a guided way until they are ready to practice applying the knowledge independently. Ideally the knowledge will be contextualised, given children the opportunity to practice writing sentences/paragraphs they will be able to apply independently to their final writing outcomes.

Explicit teaching of new knowledge:

Modelling writing is the act of explicitly teaching writing behaviours by demonstrating the writing process. In Writing, it forms the 'I do' strand of the **Gradual Release of Responsibility model (see below)**.



Modelling the whole writing experience is a crucial part of good teaching; it can make a huge difference to children's confidence and writing output. By showing children how to write, and the thinking that takes place in order to write, we can support them to become **independent writers**. However, in order to do this, we need to really understand what modelled writing is and how best to utilise it.

Often, modelled writing is conflated with other valuable aspects of teaching writing, such as shared or guided writing. Whilst elements of modelled writing occur within these aspects, it is important we know the differences between them so that we can ensure we are actually **modelling** writing too - the diagram below illustrates the differences:

	What does it look like?	Adult	Children	Gradual Release of Responsibility
Modelled writing	The adult models the writing process, explicitly teaching writing behaviours.	Controls the writing experience.	Listen actively.	I do
Shared writing	The adult models the writing process with input from pupils. The writing is co-constructed.	Has overall control of the writing experience but gives children the opportunity to make choices and take some control.	Contribute ideas and make choices.	We do
Guided writing	The adult guides key aspects of the writing process appropriate to the needs of the pupil group. This may include elements of modelled and/or shared writing.	Guides the writing experience focused on a particular aspect of writing.	Follow the adult's guidance. Contribute ideas and make choices.	I do/ We do dependent on need
Independent writing	The pupils write independently of the adult, applying their knowledge to their writing. This may be done individually or in pairs/groups.		Control the writing experience.	You do together You do alone

The amount of modelling children need to experience will depend on their confidence with what they are writing and the complexity of what is required. You may well need to spend longer modelling drafting, or you may need to devote more time to modelling planning or idea creation. What's important is that we give enough time to modelling writing, so that children have the best chance of becoming fluent writers. The best advice is, if in doubt, model.

What does effective modelled writing look like?

When we talk about effective modelling, we are not just talking about WAGOLLs or showing children the physical process of writing. We need to consider every aspect of the writing experience and the different stages involved in writing too. When modelling writing, it is good practice to:

all about the reason, audience and tone of the writing determines its structure, content and features.

- Focus in on specific concepts to demonstrate composition and effect.
- Orally rehearse sentences and other language choices, before modelling how to write them down.
- Re-read your writing, checking for sense.
- Explain your choices.
- Model automatic use and checking of basic skills, e.g. sentence demarcation.
- Make errors and be vulnerable as a writer. Use these as opportunities for teaching.
- Check and address misconceptions.
- Model meta-language - how to talk and think about language.

One aspect of writing that often needs more modelling is **the application of GPS concepts**. Often, we leave modelling how to include these concepts in writing until the end of a unit, but in order to be effective, we need to also model this while teaching the concept.

Explicit Teaching

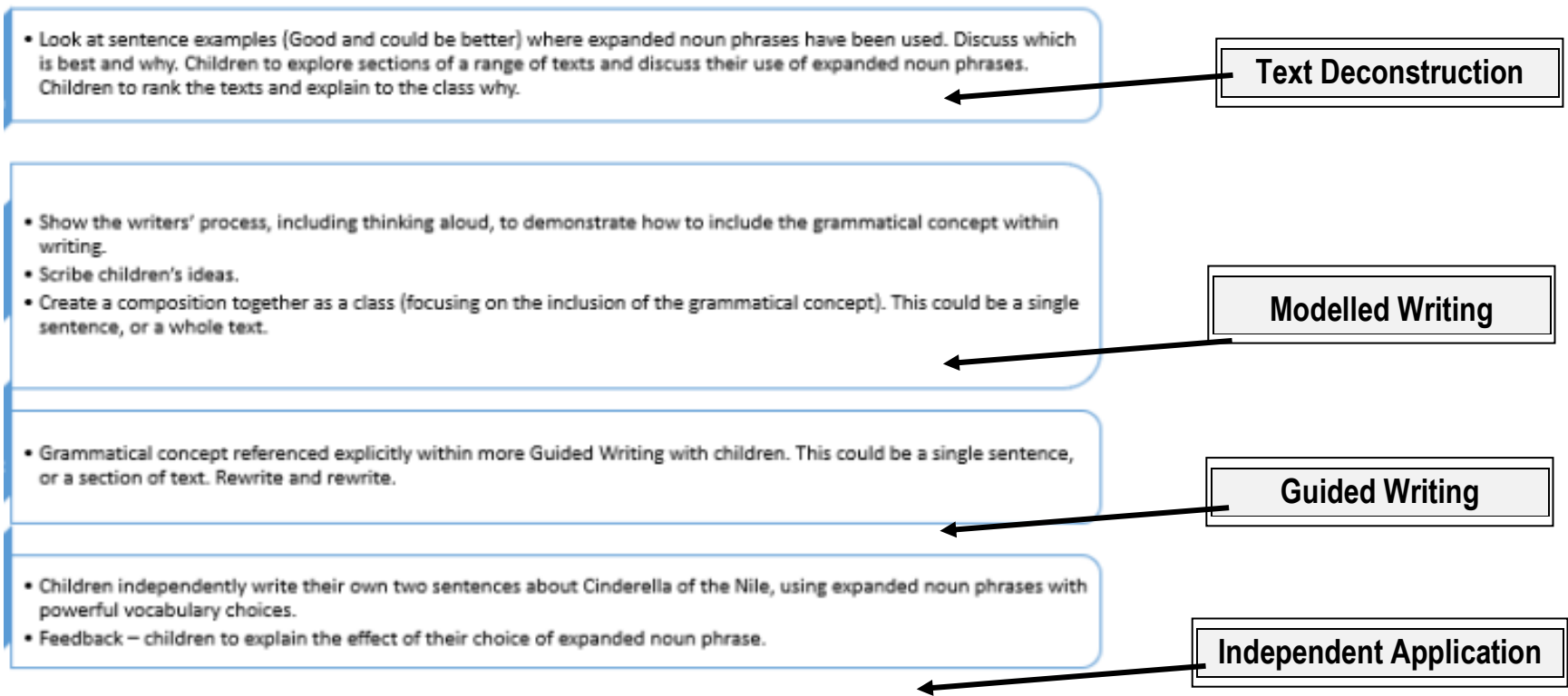
- Expanded noun phrases (but don't tell the children). Display two sentences: Cinderella sat down next to the river. Cinderella sat down next to the babbling brook. Ask children to discuss what the difference is.
- Briefly recap the rules for creating expanded noun phrases. Explore the idea that how good an expanded noun phrase is depends on our choice of words and how many there are. We need to focus on powerful choices and use them sparingly.

Investigation

- Give children chance to investigate the concept further – looking for similarities, differences etc, e.g. Show other sentences with expanded noun phrases- can children see a pattern? What do they think their job is in the sentence?
- Show children an extract from the text with expanded noun phrases highlighted. Can children see a pattern? What do the highlighted phrases do in the text? What effect do they have?

Identify, Create & Change

- This relies on modelling and shared writing.
- For example: identify expanded noun phrases; identify expanded noun phrases within a sentence; create their own expanded noun phrases; create their own sentence with an expanded noun phrase in it; change a sentence so that it includes an expanded noun phrase.



Where **modelling** really comes into its own though, is when it is built into pupil's planning and drafting. Think about baking a cake. Imagine you've never baked anything before. If you watched someone bake a cake and saw a finished cake, there's a chance you might be able to bake one yourself, but there would be a lot of guess work happening and you might find it tricky. However, if you watch someone bake a cake while they **explain their thinking process** and what they're doing, you're much more likely to be able to bake a cake successfully. Writing is much the same. If we just give children a WAGOLL or model writing without **explicitly modelling our thinking process**, we are not really modelling how to write. **We need to model our metacognition** – we **need to think aloud**.

Thinking aloud is just that, it is the process of verbally articulating the choices we make as writers and the many things we consider when writing. As adults we write automatically, so it takes a lot of effort to slow down and think explicitly about our writing process, however it is worth it.

Assessment for learning, including assertive monitoring should underpin all of the above, as this allows us to adjust our teaching according to how successful the pupils are; it may be necessary to provide more guidance, including modelling, until pupils are able to apply their new knowledge accurately.

Step 4b:

Understand, plan and teach children about 'purpose'

Prior to asking pupils to write independently, pupils need to be taught about the specifics associated with writing for a given purpose (To entertain, to inform, to persuade, to express feelings, or a combination). They need to know that specific language or sentence structures are associated with particular forms/types of writing, for example: Expressing point of view when writing a story in the first person, or being able to express personal emotions or feelings in a diary entry, or using formal language in a letter of complaint to persuade someone to act or do something etc. The teaching of these specifics should come once pupils are secure in the skills knowledge about sentence construction, use of punctuation or accuracy of grammar taught earlier in the sequence of learning. (*include activity in here)

Step 4c:

Planning for writing

As writing is such a complex process, they will need to carefully plan for their **independent writing outcomes** - the planning process is most effective when this too is **modelled** (not for pupils to simply copy, but to know how to structure their own ideas and to capture ideas they will rely on when writing to **reduce the cognitive overload**). Reminders about what they are writing, including **purpose** (to entertain, to inform, to persuade or to express feelings or a combination) should be given at this point; as should reminders about who they are writing for (**audience**).

Step 5: Independent Writing Outcome, supported by assertive monitoring/assessment for and of learning

The ultimate aim with any writing sequence of learning is always for pupils to be able to write **independently, accurately** applying both **prior knowledge** and the **new knowledge** they have been taught earlier in the sequence of lessons

Writing outcomes do not need to be lengthy five-part stories every time pupils write. The age and **cognitive demand** on the children should be taken into consideration.

Be creative in what you want the children to write.

Be really clear what you expect the children to be **fluent** in from their **prior and new learning** – use this knowledge to check whether the pupils have learned what you intended them to learn. If they have successfully learned the intended curriculum, they will be able to **recall/retrieve** the essential knowledge from their long-term memory and apply this with **fluency and automaticity** to their **independent writing**.

It is always important to consider **independence**. When we put in place any type of **scaffolding**, we must have a **plan for how to reduce and remove it**. Towards the beginning of an academic year, or the first time you encounter a text type or concept, you might model it in more detail, so that children gain confidence. However, if you are using a piece of writing as evidence for **assessment**, you must be sure that it paints an **accurate picture of a child's strengths**, and for this, the **writing must be independent**.

*By the time pupils get to this point in the writing process, there should be no necessity for any new teaching. Allow the children to write freely at pace, reminding them to apply the new knowledge they have been taught as part of this learning journey, as well as the knowledge and skills they should already be fluent in. As this should be the independent stage, there should be no support or guidance given in the form of modelling. Remind pupils to look at their planning and to refer to all of the work they have completed over the learning journey so far.

Step 6: Supporting pupils to edit and improve their writing, including pupils seeing themselves as writers

Children should be taught that **editing and proof-reading** are an important part of the writing process. This is vital if pupils are to see themselves as writers.

Teach the children when you edit your own writing, you **revise or redraft** it, in order to make changes, correct mistakes and improve its overall quality. **Redrafting** is a vital part of the writing process so needs to be completed before they decide that their piece of writing is finished. They should be taught to not be afraid to make mistakes when they are writing.

Proofreading something involves checking writing closely for mistakes in order to improve its accuracy. This normally takes place at the end of the redrafting process and involves some extra, specific steps.

The acronym ARMS & COGS helps children to think about editing and proof-reading in a simple way:

Add **R**emove **M**ove **S**ubstitute (for editing) & **C**apital letters/other punctuation **O**rganisation **G**rammar **S**pelling (for proof-reading)

Editing should begin as soon as children are writing – they should be encouraged to check the **accuracy** of their writing as soon as they begin writing simple sentences.

Step 7: Publishing/Presenting for a purpose

This gives pupils the opportunity to see if their writing is effective and works for the intended purpose and audience.

Appendix 2:

Motivation – pupils see themselves as writers

Research suggests that motivation to write, and a classroom and school environment that promotes it, is correlated strongly both with pupils' attitudes to writing and their skill as writers. Factors associated with motivation include:

- Writing for real audiences and purposes
- Writing collaboratively with peers
- A choice of topic
- The desire to share ideas with an audience

Motivation can come from enjoying or being engaged with writing itself. It can also come from external factors, such as:

- Pride in creating a pleasing piece of work
- Accomplishing something after overcoming difficulty
- Mastering something that will be important when obtaining qualifications for the workplace

Based on the above, high-quality English may have the following features:

- The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write
- Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision
- Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription)
- Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair
- Teachers teach older children to master the components of how to plan, draft, revise and edit their writing.

Appendix 3:

Purposes of writing - to entertain, to inform, to persuade and to express feelings

When writing a text, an author might have one of many different purposes, or different reactions they want to evoke in their reader. These could include:

- To entertain - achieved by texts such as stories, poems, and play scripts;
- To inform - achieved by texts such as news articles, fact-files, and encyclopaedia articles;
- To persuade - achieved by texts such as speeches, letters, or posters;
- To express their feelings - achieved by texts such as diary entries, poetry, or journals.

These four purposes of writing - to entertain, inform, persuade, and express feelings - are often referred to as the four core purposes. Most texts can fit into one of these four categories. However, these aims are quite broad and generalised. Sometimes, children might be writing for a more specific purpose that fits into one of the core aims. These could include:

- To entertain can be broken down into: to make the audience laugh; to make them cry; to relax the reader; to provide an overall enjoyable reading experience;
- To inform can be broken down into: to instruct; to educate; to update; to convey a point of view;
- To persuade can be broken down into: to anger; to inspire; to rally; to achieve a desired outcome; to evoke guilt.

Some texts might even have more than one purpose. Some persuasive texts, such as a particularly engaging speech, could also be entertaining, and children might learn new information from a story book. In this case, the text might be described as having a primary and secondary purpose.

How is writer's purpose conveyed in writing?

Often, you have a general idea about a writer's purpose as you read a text - especially if you are reading it with a specific aim (such as reading a fact-file because you know you're going to get information). Therefore, we can say that a lot of the author's purpose can be determined by the genre or format of a text they're choosing. You wouldn't be writing a children's picture book if you wanted to persuade them to agree with a certain viewpoint, would you?

Writers will also show the purpose of their writing through their language choices. This includes things such as level of formality, genre conventions, and use of either first, second, or third person.

There are also lots of language devices that are specific to a certain purpose. Persuasive texts, for example, might include rhetorical questions, statistics, and repetition. On the other hand, entertaining texts might use features such as direct speech, similes and metaphors, and atmospheric language. Writers will use these conventions and common features to let their audience know their purpose.

Appendix 4:

Essential subject knowledge, all teachers of writing should ensure pupils are able to include:

- Cohesion – Creating cohesion means 'tying' our words, phrases, sentences and paragraphs together, to create a text where the relationships between these elements is clear and logical to the reader, giving the text 'flow'.
- Word choices – Words are carefully chosen to match the intended purpose; this includes selecting the correct word that demonstrates an understanding of the word's meaning in the particular context
- Voice, including rhythm and intonation – How writing sounds when read aloud
- Writing conventions – Careful crafting of writing to ensure agreed-upon rules of writing are used to make writing broadly clear and comprehensible. Some basic examples are spelling, punctuation, and capitalization. In addition, more complex language features such as word order, subject-verb agreement, and verb tense are also writing conventions.

Teachers should also be knowledgeable about the strategies and techniques involved in developing children's writing:

- An understanding of what it means to be a writer and all of the elements involved in writing
- How ideas are generated and developed, including at the editing stage
- How writing should be organised and structured, linked to the intended purpose and audience
- An awareness of the knowledge and skills children need to be fluent in before producing an independent writing outcome (i.e. transcription knowledge and skills and the specific knowledge and skills associated with the writing sequence being taught)
- What it means when children achieve success in their writing, with a focus on clarity and accuracy

Appendix 5:

Exemplified ideas of age appropriate planning formats and approaches, e.g. story-maps, boxing up, story mountains, flow chats, graphic organisers

Boxing up a story

Plan out your own story based on the 'Voyage and return' plot of *Monkey King's Party*. Write notes for your version in the third column.

Monkey King loved living on his mountain.	The main character is content in their setting.	
↓	↓	↓
He used a magic cloud to go on a journey to the Heavenly Land.	They go on a journey to a new land.	
↓	↓	↓
He was told not to eat the peaches but he did. They were magic peaches that made him strong.	They have an adventure there. They have an adventure there.	
↓	↓	↓
He went back to the mountain with some of the fruits from the Heavenly Land.	They go back to their own setting.	

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

Story Map 2

Directions: Fill in the required information in each section below as indicated. Be as specific as you can in each section.

Setting

Characters

Conflict/Problem

Plot


Event 1

Event 2

Event 3

Climax

Resolution



Feature	Our story	Your story
Title	Adventure at Sandy Cove	
Setting	Sandy Cove bay Cave Mum's house	
Characters	Jean-Paul Francois Hooded figure Vicious dog Mum	
Key event 1	The boys were climbing rocks and searching for shells on the beach	
Key event 2	In the water the boys found a black box full of sparkling jewels	
Key event 3	As they looked up they saw a hooded figure and vicious dog approach them	
Key event 4	Scared the two boys rush into a dark, damp cave and the dog tries to find them	
Key event 5	The hooded figure and dog give up the search for the boys and head back and the boys sprint home	
Key event 6	They tell their Mum about what had happened and she phones the police, the boys had found some stolen jewels and received a reward.	

Opening	Little Red Riding Hood going to visit grandmother. Mother tells her to be careful in forest.	Who are your characters? Where do they live? Where do they want to go?
Build Up	Forest with tasty berries, beautiful flowers and wonderful creatures. Also some dangerous creatures.	What is near where they live? What are the special attractions? Who is the main character?
Problem	Wolf doesn't listen to her mother's advice. She goes to the forest to pick some berries for her grandmother. The wolf spots her and chases her deep. When she gets to her grandmother's house, the wolf is dressed up as grandmother.	What does the MC find at the special place? What is stopping them getting what they want?
Resolution	The huntsmen hears her cries and comes to her rescue. He chases up the wolf and finds grandmother alive in his tummy.	What solution does the main character find?
Ending	Wolf and her family visit the forest for hours. Years later, the people of the village still talk of the huntsman.	Where do they go? What do they have there?

Vocabulary

Key Facts about Earthquakes

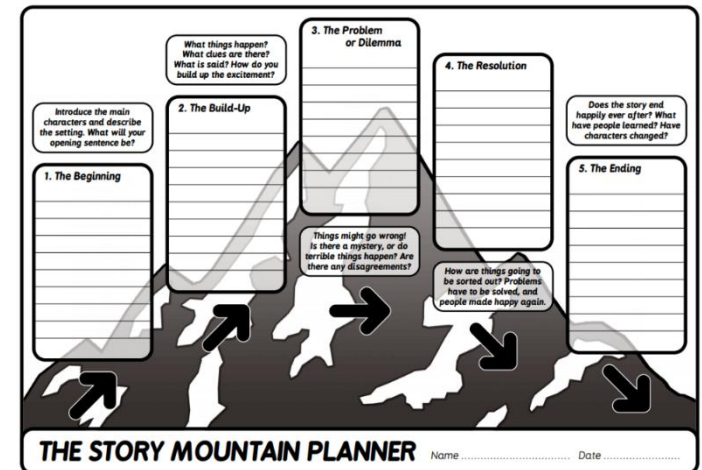
Boxing Up

Paragraph	Boxing Up
1. What type of weather is it? What does it look like? What is it caused by?	
2. Where does this weather occur? Is there more than one place? Where is it most common?	
3. What is the impact? Does the weather affect people's lives? Does it have a big or small impact?	
4. Additional Information about the weather. What is unique about it?	

Title: _____

Introduction	
Key Event 1	
Key Event 2	
Key Event 3	
Key Event 4	
Conclusion	

Title: _____



Appendix 6 - Additional Spelling Guidance

Words to spell

Reception/FS2 Words to read and spell	Red words from RWInc					
Year 1 Words to read and spell	Red words from RWInc CEW from NC					
Year 2 Words to read and spell	<p>Red words from RWInc for repeated practise These include CEW from NC people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh once two any whole busy pretty through</p> <p>Additional CEW: door, floor, poor, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, after, fast, last, past, father ,class, grass, pass ,plant ,path ,bath, hour, sure, sugar, could, should, would, who, clothes, water, half, money, Mr, Mrs, Christmas</p>			<p>Homophones Night/knight One/ won Where/wear Hour/our Quite/quiet Sea/see To/too/two Here/hear Be/bee Bare/bear There/they're/their Sun/son Hole/whole Blue/blew</p>		
Year 3	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business	complete continue describe disappear early earth eight/eighth enough extreme famous favourite February	forward(s) fruit group guard guide heard heart height island learn library natural	occasion(ally) often ordinary potatoes pressure probably reign separate straight strange surprise	weight woman/women Homophones here hear heel heal main mane mail male knot not berry bury brake break meet meat	ball bawl fair fare grate great grown groan plain plane peace piece rain reign scent sent vain vein rode road steel steal waist waste

Year 4	calendar caught centre century certain circle consider decide different difficult exercise experience	experiment grammar history imagine increase important interest knowledge length material medicine minute	mention naughty notice opposite particular peculiar perhaps popular possible position possess(ion)	promise purpose quarter question recent regular remember sentence special strength suppose	therefore though/although through thought various Homophones medal meddle missed mist scene seen board bored	which witch accept except affect effect aloud allowed weather whether whose who's cereal serial check cheque through threw draft draught stares stairs
Year 5	according amateur ancient bargain bruise category communicate community conscious* criticise (critic + ise) curiosity definite develop dictionary	environment equip (-ped, -ment) familiar forty frequently government guarantee harass immediate(ly) interfere leisure muscle neighbour	occupy occur opportunity parliament physical privilege profession queue recognise recommend restaurant rhyme rhythm	secretary sincere(ly) soldier stomach symbol system thorough twelfth vegetable vehicle yacht	Homophones past passed proceed precede aisle isle aloud allowed affect effect farther father guessed guest heard herd led lead mourning morning stationary stationery steal steel	wary weary who's whose fate fete alter altar ascent assent bridal bridle cereal serial compliment complement principal principle profit prophet descent dissent desert dessert draft draught
Year 6	accommodate accompany achieve aggressive apparent appreciate attached available average awkward	cemetery committee competition conscience* controversy convenience correspond desperate determined disastrous	embarrass especially exaggerate excellent existence explanation foreign hindrance	identity individual interrupt language lightning marvellous mischievous necessary nuisance	persuade prejudice programme pronunciation relevant sacrifice shoulder signature sufficient suggest temperature variety	Homophones advice advise device devise licence license practice practise prophecy prophecy

Dictated Sentences						
<i>(These are suggested sentences for each statutory element for spelling rules to be taught in these year groups. The spelling rule is given as a title to each section. There are also dictation sentences for every word in the statutory word list, where words have alternative meanings; This document is a starting point for teachers to use and build upon over time.)</i>						
Reception & Year 1	Practise writing dictated words/ phrase and short sentences that contain known GPCs and taught CEWs taken from Read, Write, Inc Phonics scheme					
Years 2, 3 & 4	Practise writing dictated sentences that contain taught spelling rules (inc. word families) and year group specific spelling and punctuation taken from Read, Write Inc Phonics for Year 2					
Dictated Sentences for Years 3 & 4	Adding suffixes beginning with vowel letters to words of more than one syllable -er, ing, ed, en		/i/ spelt /y/ when not at the end of a word		Adding prefixes	
	<ul style="list-style-type: none"> • Tom prefers apples to pears. • Jenny preferred pears to apples • John had forgotten his reading book and he was beginning to feel unhappy. • The gardener worked hard digging the ground. • Gardening is a relaxing hobby. • I keep forgetting my football kit. 		<ul style="list-style-type: none"> • There are many pyramids in Egypt. • We play netball in the gym. • The crystal sparkled in the sunlight. • "I have lost my sock, it is a mystery" • This is a mystery story. • We have a system for learning spellings. • The gypsy sat beside the fire. • The story of the Golden Fleece is a myth. 		<ul style="list-style-type: none"> • Harry was very disappointed with his team on Saturday; Tom disagreed and said they played well. • "Do not disobey me," the teacher shouted. • The cake began to disintegrate as he picked it up • Tom tried not to misbehave but he could not do it. • Sally misunderstood the instructions. • Jim misplaced his homework • The wolf misled Little red Riding Hood. • The maths was incorrect, so the teacher corrected it. • "Your handwriting is illegible Sally," the teacher said sadly. • The class moved around the hall in an anticlockwise direction • Mum put some antiseptic onto the cut on Jim's leg. • People who keep pigs as pets are being antisocial and irresponsible. • The submarine submerged below the surface of the water. 	
	The suffix -ation		The suffix -ly added onto an adjective to form an adverb			
	<ul style="list-style-type: none"> • The information is on the laptop. • She looked in adoration at the art on the wall. • The sensation of happiness swept through everyone. • The preparation of the food was well done. • The boy gazed in admiration at his teacher. • He watched the player with admiration in his eyes. • Jane's expectation was high, the show was about to begin. 		<ul style="list-style-type: none"> • Sadly, the dog looked up at Bill. • "I have finished my work completely," said Mum. • We usually have fish and chips on Friday. • My work is finally complete. • The clown joked comically and everyone chuckled. 			

	<p>Exceptions</p> <ul style="list-style-type: none"> • We went happily down to the beach. • The man stormed out of the room angrily. • Mum gently lifted the baby onto her knee. • I simply cannot move another step; I am exhausted. • The boy knelt before the king; he humbly bowed his head. • She searched frantically for the keys. • He stepped onto the stage dramatically waving his sword. 	<p>Word endings that sound like /zsure / spelt -sure /tchur/ spelt -ture</p> <ul style="list-style-type: none"> • The treasure was found buried in the sand. • The book gave James a huge amount of pleasure to read. • The sheep were kept in an enclosure to protect them from the fox. • The cat is an amazing creature. • The furniture in our classroom is very old. • Studying nature is fun. • The picture was hanging on the wall. • "This is an exciting adventure," whispered Jack. 	<ul style="list-style-type: none"> • When I write about tigers, I use subheadings to help group the important information. • People who keep pigs as pets are being antisocial and irresponsible. • I can subdivide quadrilaterals into regular and irregular shapes. • Dad went to the supermarket for milk and bread. • Madonna is a superstar. • Superman saved the boy from drowning. • The man took the intercity train to London. • The international football match took place on Friday. • We must return to the forbidden planet. • Before we carry on please refresh the screen. • The ice cream was very refreshing. • We waited for the sun to reappear from behind the cloud. • The school hall was redecorated this summer. • "It is time to redecorate the bedroom," said Mum. • "Can I have your autograph please?" asked Jim.
	<p>Word endings that sound like /zzun/ spelt -sion, ssion when root word ends in ss or mit</p> <ul style="list-style-type: none"> • These division sums are easy. • Division is the inverse of multiplication. • The invasion of Britain by the Romans was a long time ago. • It was a hard decision to make, which cake should I choose. • In the confusion mother lost Tom. • I enjoyed watching television last Monday. 	<p>The suffix -ous</p> <ul style="list-style-type: none"> • The black and yellow snake is dangerous and very poisonous. • This part of America is very mountainous. • Thomas Eddison was a famous scientist. • I am jealous of Sam because he is such a good footballer. • The teacher made us do vigorous exercise to keep fit. • "That painting is tremendous," the teacher bellowed. • Neil Armstrong was a courageous astronaut. • The concert was exciting; there were many famous and outrageous performers. • It was obvious that this time it was very serious. • Sally was curious to find out about the book. • The beast had a hideous face. • "Thank you," said Jim in a courteous manner. • The audience broke into spontaneous applause. 	
	<p>Words with /sh/ sound spelt /ch/</p> <ul style="list-style-type: none"> • The chef cooked a wonderful meal. • The family stayed in a chalet on holiday in Kent. • The time machine transported Tom to the future. • Dad looked at the brochure and booked a holiday. 		
	<p>Words ending in /g/ spelt /gue/ and /k/ spelt /que/</p> <ul style="list-style-type: none"> • When I am angry, I stick my tongue out. • Hull City is doing well in the premier league. • "This clock is an antique," said Granddad. • To be unique means there is only one. 		<p>Homophones and near homophones</p> <ul style="list-style-type: none"> • I accept your kind invitation • We can all go on the trip except Tim. • The effect of the sunset was amazing. • Janet was affected by the death of her cat. • "Throw the ball to Jim," bawled the teacher. • The berry was bright red. • We had to bury the fish after it died. • The car had very strong brakes.

	<p>Endings that sound like 'shun' – spelt -tion, -sion, ssion, -cian</p> <ul style="list-style-type: none"> • The computer is a superb invention. • Tom had to have an injection. • The action packed game was exciting. • Without hesitation, Jenny ran into the room. • The completion of the task was on time. • The information given by the pupil was correct. • Tom read his story with expression. • Liam and David had a discussion about the football match. • The guilty man made a confession to the police. • Mum gave permission for Ben to go on the trip. • The burglar gave an admission of guilt to the police. • The expansion of the balloon amazed everyone. • The house had an extension built. • The children were given an extension to the time to finish their exam. • The class did well on the comprehension test. • Mr Smith had a tension headache. • The pupils pulled on the rope until the tension was too much and it snapped. • As he took the penalty, the tension in the stands was high. • Michael is a very good musician. • The electrician fixed the broken lights. • The class enjoyed the tricks the magician performed. • Politicians decide how schools shall be run. • Lyn is a very able mathematician. 	<p>Words with the /k/ sound spelt ch</p> <ul style="list-style-type: none"> • Everyone sang the chorus loudly. • Mum went to the chemist to get some baby milk. • The class heard the echo of the teacher's voice. • Tom had a good scheme to improve the • Harry Potter is a very brave character. <p>Words with the sound /ay/ spelt – ey, -eigh, -ei</p> <ul style="list-style-type: none"> • Blood travel through our veins. • Twelve take away four equals eight. • "Weigh the apples Jan," said the supervisor. • Our next-door neighbours are helpful. • Then they went up the hill. • You must obey the rules in school. <p>Possessive apostrophe with plural words</p> <ul style="list-style-type: none"> • The babies' bottles were washed and ready. • The men's boots were clean. • The boys' changing room was locked. • The girls' handbags hung on the rack. • We listened to the people's shouts from far away. <p>Words ending in /s/ spelt /sc/</p> <ul style="list-style-type: none"> • Science explains how the world works. • "I love science," exclaimed Laura. • The scene was set. • Everyone helped with the scene change. • The head teacher had to discipline Tom for breaking the school rule. • The film about frogs was fascinating. • We watched the crescent moon as it rose into the sky. 	<ul style="list-style-type: none"> • Try not to break the glass it is fragile. • Hull Fair comes every year. • "That is not fair," screamed the player. • The fire burned in the grate. • Elizabeth is a great queen. • "I have grown again!" groaned Harry. • I can hear the sound of the birds. • It is over here. • My shoe hurt my heel. • The cut will heal soon. • He'll finish the race in first place. • The knot was tied tight. • Do not walk on the grass. • The tiger was male. • Mail arrives most days • The horse had a mane that waved as he ran. • The main meal was fish and chips. • The meat we had was beef. • Let's meet on Monday after school. • The witch tried to meddle with the spell. • The runner got a medal for coming first. • I missed the bus. • The mist hung over the fields like a cloud. • I hope that one day we will have world peace. • "Can I have a piece of pie, please?" • The plane took off on time. • The pattern on the dress was very plain. • The rain fell like teardrops • The rider held the reins to keep control of the horse. • Long live the King, long may he reign! • The scene change in the play was very rapid • "Have you seen my pen?" asked Lyn. • The weather is beautiful today.
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	<p>Dictated sentences containing the Y3/4 statutory word list:</p> <ul style="list-style-type: none"> • The car accidentally ran off the road. • Jim had an accident he fell off his bike. • Actually, I always tell the truth. • This was the actual letter written by the king. • My address is 1. Wood View, Swanland. • The ghost began to appear in the mirror. • As he appeared, I felt cold. • We will arrive at 9:30 • The train arriving at platform 3 is late. • I believe in Father Christmas. • He rode to school on his bicycle. • She held her breath under the water • She was unable to breathe under the water. • Fred can build tall towers with bricks. • I am very busy today. • "Mind your own business," shouted Kim • It was a mistake to go into business with my brother. • The calendar displays the days of the week and the months of the year. • He caught a big fish yesterday. • The shopping centre was very busy. • The table was in the centre of the room. • A century is 100 years long. • In the cricket match, Mark scored a century. • I know for certain that Jane is a good friend. • I am certain that 7 is one more than 6. • I can draw a circle perfectly. • The new school is complete. • I can complete the jigsaw puzzle in record time. • The teacher must consider which pupil to choose for the prize. 	<ul style="list-style-type: none"> • He went to extreme lengths to complete the race. • One day I will be famous. • Orange is my favourite colour. • There are 28 days in February. • Take three steps forward. • Oranges are not the only fruit. • English grammar helps improve our writing. • "Get into a group please everyone," said the teacher. • Dogs guard the house. • The guide led the group up the mountain • The Girl Guides are a helpful group. • Have you heard the news? • Lisa heard Tom describe the story • My heart rate is 72 beats every minute. • The height of the building was 4 metres. • History is the study of the past. • I can imagine the future. • We have managed to increase the number of pupils at level 5. • Sitting in the sun increases the chance of skin cancer. • This is important. • Tom has an interest in maths. • The scar added interest to his face. • The island was seen in the distance. • The teacher's comments help to improve your knowledge. • We had no knowledge of the event. • We must learn the times tables. • Lisa had to research and learn about dinosaurs. • Cut the cloth to the correct length • The length of the swimming pool is not important • The road was lit along its length. 	<ul style="list-style-type: none"> • I do not know whether to tell him or not. <hr/> <ul style="list-style-type: none"> • My position is clear. • Tom's position on the team is striker. • The ring was a valued possession. • Tigers possess great strength. • Getting full marks in the test is possible. • Crisps are made out of potatoes. • The pressure to complete the test in time was extreme. • It was probably the best game he had ever seen. • I had made a promise and I refused to break it. • The purpose of this lesson is to learn times tables. • It was a quarter to midnight, the clock was about to strike. • The question was difficult to answer. • A recent study considered the length of concentration in 8 year olds. • Recently, Jack had begun to do better at maths. • His trousers were a regular length. • There is a regular bus service to town. • The king will reign until he dies. • I remember I was very naughty at school. • A sentence always begins with a capital letter and ends with a full stop. • The prisoner served a 2-year sentence. • My brother and I had separate bedrooms. • As he pulled, the pipe separated from the wall. • Millie's parents separated when she was three.
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	<ul style="list-style-type: none"> • I must continue to write until my story is finished • The farmer must decide which cow to sell. • "Decide which drink you want," said Dad. • Ann can describe the scene perfectly. • Playing out in the rain is different from playing out in the sun. • This work is too difficult to complete. • I can make the rabbit disappear • The car disappeared round the corner. • Early morning is my favourite time of day. • I had to get up early this morning. • The earth is soft beneath my feet • Earth is the planet we live on. • Henry the eighth had six wives. • Eight is my lucky number • "Have you had enough?" asked Mum. • Exercise is good for you. • You must complete the exercise in ten minutes. • That is not an experience I want to go through again. • With age comes experience. • The experiment went well. • Scientists are experimenting with new drugs to fight cancer. • Extreme sports are very dangerous. 	<ul style="list-style-type: none"> • We go to the library to change books • The material felt cold and wet. • I must take the medicine to help me get better. • Did I mention that I have a new job? • He didn't mention her all evening. • Bale scored in the final minute of the game • For a minute I thought she had left. • The natural yoghurt tasted strange. • The Natural History Museum is in London. • Jim is a naughty boy. • After a few days, you hardly notice the rain. • Did you notice how pale she looks? • The wedding was a lovely occasion. • Occasionally, dad took the dog for a walk. • We often walk to school on the opposite side of the road. • The opposite of sad is happy. • I sit opposite Jon in class. • This was no ordinary cat; this cat had a particular talent. • It was an ordinary Saturday morning. • For no particular reason the door closed. • She was a peculiar woman who appeared normal. • Perhaps we could go to the park later. • Jack was a popular child. 	<ul style="list-style-type: none"> • It was a special event. • A wedding is a special occasion. • They went straight home. • The railway line was straight. • The strange feeling swept over her. • The experience was strange. • His strength was extreme. • I suppose we can afford a new car. • Supposing we are caught what then! • "Surprise!" they all shouted. • I am 6 years old; therefore, I must go to school. • Although he was strong, he couldn't lift the package. • Jenny thought her story was good. • I thought for a long time about the problem. • "Let's go through the woods," muttered Ben. • You can see through transparent material. • There are various ways of solving the problem. • Cars of various shapes and sizes. • Have you lost weight? • The weight of the backpack made the child fall over. • The woman began to sing. • The women gathered in the city square.
Years 5 & 6	Practise writing dictated sentences that contain taught spelling rules (inc. word families) and year group specific spelling and punctuation		
Dictated Sentences for Years 5 & 6	Endings which sound like /shus/ spelt cious, tious - if the root word ends in ce the sound is usually spelt c (vice - vicious, space - spacious). <ul style="list-style-type: none"> • That was a vicious fight. • The ring is very precious. 	Endings which sound like /shul/ spelt cial, tial (cial is common after a vowel, tial after a consonant, with some exceptions) <ul style="list-style-type: none"> • It was time for the official engagement to begin. 	Words ending in -ant/ -ancy/ -ance/- ent/ -ence/ -ency / -ation/ <ul style="list-style-type: none"> • The teacher was very observant. • The children paid strict observance to the rules of the school.

	<ul style="list-style-type: none"> • The police knew precious little about the burglar. • "Don't be frightened, my precious." • He had injured his head but he was conscious. • The cake tasted delicious. • The letter she received was very malicious. • The police officer was suspicious of the evidence. • Ben was ambitious; he wanted to be Prime Minister. • They were cautious when moving towards the enemy. • He registered at the hotel under a fictitious name. • The Minister dismissed reports of a deal, as fictitious. • The dogs may still be infectious • The laughter was infectious. • Home cooked burgers made a nutritious meal. • His mother was anxious about his safety. • She was extremely anxious about her exams • There were some anxious moments as we waited for the results. 	<ul style="list-style-type: none"> • The industrial action was official. • The government released official statistics • She felt so special on her birthday • That was such a special day • Her skin glowed in the artificial light • She gave an artificial smile. • We have only partial answers to this question. • You know I am partial to bacon and eggs. • This information is confidential. • The meeting between the teacher and the parent was confidential. • Fibre is an essential ingredient of our diet. • We only had the essentials in the way of equipment. • The witness was identified by his initials on the report • The initial exam was maths. • Our initial impression was favourable. • The financial situation looked grim. • The bank is a financial institution. • They looked like a family from a breakfast cereal commercial. • They held provincial elections. 	<ul style="list-style-type: none"> • The baby's motionless observance of me was disturbing. • She was brought into hospital for observation. • Henry's powers of observation were remarkable. • The expectant mother waited for her baby to arrive. • Expectant crowds arrived early for the football match. • Students had high expectations for their future. • The expectation was high for an exciting game. • Jill was hesitant about buying the shoes. • Gran had a slow, hesitant way of speaking. • Bob took advantage of the goalkeeper's hesitancy and fired a shot. • I have no hesitation in recommending him for the job. • Without hesitation, Fred answered the question. • Some plants are more tolerant of drought • My Grandmother was always very tolerant of my behaviour
	<p>Words ending in -able/-ible/-ably/-ibly</p> <ul style="list-style-type: none"> • She has the most adorable two year old girl • The panda had an adorable face • She smiled at him adorably • Answer all applicable questions • Some rules are only applicable to Year 6 pupils • They made considerable progress up the mountain • The fire caused considerable damage to the church • He's considerably thinner than he was last year 	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <ul style="list-style-type: none"> • The doctor referred me to the hospital • The judge referred the case to a higher court • The teacher spoke for an hour without referring to her notes • He referred to a history book to find the dates he needed • His doctor gave him a referral to the clinic • He preferred watching rugby to playing it • Mum always preferred my sister to me • Ryan chose white bread, preferring it to brown 	<ul style="list-style-type: none"> • She built up a tolerance to the medicine • The police have zero tolerance towards violence at football matches • There was no substance to her argument • Cannabis is an illegal substance • She inherited a substantial fortune from her father • The first draft needed a substantial amount of revision • An innocent look crept across her face • He was innocent of the crime • Childhood is a time of innocence

	<ul style="list-style-type: none"> • Friendships make life tolerable • The water was cold but tolerable • I play the piano tolerably well • The weather was changeable • His moods are very changeable • There has been a noticeable improvement in Tim's maths • Fiona had become noticeably thinner • The police made a forcible entry into the building • Several people were forcibly removed from the room • Her handwriting was legible • I need someone dependable to take care of the children • Dad had a dependable car • The sofa is very comfortable • The friends had a comfortable relationship • The teacher explained the problem in a way that was understandable to all • The mood of the group was understandable given the circumstances 	<ul style="list-style-type: none"> • Jack enjoyed tennis, preferring it to football • I shall be transferring to a new school in September • We were transferred from one bus to another • Gerrard will be transferring to Hull City next season • I am writing in reference to your letter on 15th March • My old head teacher promised me a glowing reference • We used a reference book to find out more about the rainforest • It was a good match, the referee was fair • They had to ask one of the spectators to referee the match • I have a preference for sweet food over spicy food • We give preference to those who've worked with us for a long time • He liked Chemistry in preference to Biology 	<ul style="list-style-type: none"> • She pleaded her innocence, but no one believed her • "That's very decent of you", said Joe • I thought he was a decent sort of person • Are you decent yet? • She didn't even have the decency to apologise • The most frequent cause of death is heart attack • They were frequent visitors to the park • The frequency of his absence from school is affecting his work • The human ear cannot hear very high frequency sounds • It was a confident performance • Be a bit more confident in yourself • Sarah lacks confidence • If I tell you something in confidence, you won't tell anyone else, will you? • I should never have taken him into my confidence • All information will be treated as strictly confidential
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	<ul style="list-style-type: none"> • Dad was a reasonable man, he always listened • We have a strong team, and a reasonable chance of winning the game • Plums are very reasonable this time of year • Thank you for a most enjoyable party • That was a very enjoyable game • Is your watch reliable? • Tom is very reliable, if he says he'll do something, he'll do it • I cannot finish this work tonight, it's just not possible • Is it possible to buy tickets for the play? • I'll get there as soon as possible • "Will he come?" said Dad. "Possibly not" said Mum • He may possibly decide not to come • What's that horrible smell? • Dad's got a horrible cold • His face was horribly scarred • The plans went horribly wrong • Last night we had a terrible storm • Mum had received some terrible news • I slept terribly last night • I'm terribly pleased to hear you got the job • The look of sadness on his face was visible • The comet was visible to the naked eye • Wear something light at night to make yourself more visible • The shock left her visibly shaken • The princess, visibly moved, kept her head bowed • "That was an incredible story" said James • It seems incredible no one saw it coming 	<p>The use of the hyphen</p> <ul style="list-style-type: none"> • We need someone to co-ordinate the school fair • The jacket co-ordinates with the skirt • After a while, the jury re-entered • "That's not true" said James, re-entering the conversation • I find it hard to dress my toddler when she refuses to co-operate • The two classes have co-operated in putting on the school play <p>Words with the -i- sound spelled -ei after c</p> <ul style="list-style-type: none"> • The sound of the door closing deceived me into thinking they had left • He tells lies to deceive people • Is that snow in May, or are my eyes deceiving me? • I find it hard to conceive that children are still treated so badly • He conceived the plot for the film while he was still a student • Did you receive my letter? • They received a visit from the police • She died after receiving a blow to the head • I'm receiving you loud and clear! • Children are often perceived to be too young to understand • Bill perceived a tiny figure in the distance • I perceived a note of sadness in her voice • The ceiling was painted blue 	<ul style="list-style-type: none"> • The documents were confidential and top secret • The shop assistant was very helpful • The assistant referee raised his flag • "Can I be of any assistance?" she asked • Teachers cannot give pupils any assistance in exams • Rover was an obedient dog • Students are expected to be quiet and obedient in lessons • He demands obedience from his soldiers • The dog went to obedience classes • Tom was an independent child • Grandma is very independent, she does all her own shopping and cooking • Jack went to an independent school • Scotland is hoping for independence from the UK • Parents should allow their children some independence
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	<ul style="list-style-type: none"> • Incredibly, no one was hurt in the accident • It would be sensible to take an umbrella • It could be cold and wet so pack some sensible clothes • Sensibly, Dad locked the door as he left • They drove sensibly in the bad weather 		
	<p>Words with 'silent' letters</p> <ul style="list-style-type: none"> • I never had any doubt that he would win • The future of the stadium is in doubt due to lack of money • She is without a doubt the best student I've ever taught • An island is land surrounded by water • A lamb is a young sheep • The church service was very solemn • "I'm sorry", he said in a solemn voice • The thistle is the national emblem of Scotland • The knight sat upon his horse • He hopes to be made a knight for his work at the Bank of England 	<p>Homophones</p> <ul style="list-style-type: none"> • Steven gave me some good advice • My advice is to go by train • I'd advise waiting until tomorrow • I think I'd advise him to leave the school • They used a special device for finding people trapped in buildings • An iPod is a device for storing music • I would like to devise a new game for my iPad • When I am 17, I will get a driving licence • As parents, they allowed their children very little licence • The licence plate on my car is YT52 ITV • The landlord has a license to sell these products • He is a licensed pilot • The medical practice is on the corner of Main Street • It is best practice to wash your hands after going to the toilet 	<p>Words containing the letter string -ough</p> <ul style="list-style-type: none"> • We ought to be getting ready soon • You ought to be kinder to him • I bought apples and plums today • Ask me again tomorrow, I'll give it some thought • You sent her a card? That was a kind thought • I thought the film was excellent • Can we play noughts and crosses? • There are three noughts in the number 1000 • Sam brought sandwiches to the picnic • Sarah was well brought up • The tigers fought to the death • It was a hard-fought match, but the better team won • It was a rough mountain road full of holes and stones • My hands get very rough in the cold • The weather was rough last night
	<p>Dictated sentences for words on the statutory Y5-6 Word List:</p> <ul style="list-style-type: none"> • There wasn't enough space to accommodate the books in the library • We can accommodate 20 people in this class • Will you accompany me to the shops? 		

	<ul style="list-style-type: none"> • According to legend, Robin Hood lived in the forest • To achieve our best we must work hard • The aggressive play of Hull City led to a win • The amateur singers performed well • They arrived at the ancient forest • It was apparent that Tom was lying • We would appreciate quiet when children are working • Greg was very attached to his favourite toy • There are tickets available for Saturday's match • The average of 7, 12 and 20 is 13 • On average, people who don't smoke are healthier than people who do • The student was of average ability • Some of the questions were rather awkward • The police asked some awkward questions about where the money had come from • Tom seemed a little awkward when I first met him • This coat was half price - a real bargain • "I'll tidy the kitchen if you clean the car". "Okay, it's a bargain" • The bruise on his knee was bright purple • Janet was the best swimmer in her category • Dad is buried in the local cemetery • The committee me twice a month • Deaf people communicate using sign language • We can now communicate instantly with people on the other side of the world • Hull began as a fishing community • There's a real sense of community in this town 	<ul style="list-style-type: none"> • I'm quite good at tennis but I need to practise my serve • I need to practice the piano every day • You need to practise what you preach • The prophecy stated the world would end • I wouldn't like to prophesy what would happen in that classroom! • Few could have prophesied this war • How much farther is the airport? • The fog's so thick, I can't see farther than about 10 metres • We discussed the problem, but we didn't get much further in solving it • Every day, she sinks further and further into depression • Before we go any further into the project, I want to check there is enough money to fund it • Luke, I am your father • My father took me to the football every Saturday • The children's father came to collect them from school • She guessed the answer first time • I guessed she was your sister • 150 guests were invited to the wedding • He is a paying guest in my house • Madonna made a guest appearance at the concert • She heard a noise outside • A herd of cows walked to the gate • Poor Jan - she just follows the herd • Yesterday, she led the dog to the park • The guide led us through the mountains • He led her through the hall • I asked Gemma to lead the discussion • Hull is leading Manchester City by two goals to nil! 	<ul style="list-style-type: none"> • The boys were rough, always looking for a fight • These toys are made from tough plastic • They will be a tough team to beat • Many homeless people are facing a tough winter • It's tough on Jeff that he's going to miss the party • Are there enough cakes for everyone? • There are 25 books per class, that should be enough • Have you had enough to eat? • "I've heard enough of your excuses" said the teacher • The smoke made me cough • I coughed all night long • The car engine coughed a few times but wouldn't start • You look as though you've had a bad time • They're coming next week, though I don't know which day • Even though he left school at 16, he still managed to become Prime Minister • She walked home by herself, although she knew it was dangerous • Tom's rather shy, although he's not as bad as he used to be • The dough was left to rise • I don't want to work but I need the dough • They walked slowly through the woods • Her words kept running through my mind • We drove through the tunnel • She's through to the next round of interviews • This is a through-train to London • They did a thorough search of the area but found nothing • Her work is always careful and thorough • That was a thorough waste of time
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	<ul style="list-style-type: none"> • Ben won the football competition • Kim had a guilty conscience • If you didn't do anything wrong, you should have a clear conscience • The tooth doesn't hurt, but I'm conscious of it all the time • He gradually became conscious that everyone was watching him • The goal caused great controversy • There is controversy over whether men landed on the moon • I like the convenience of living so near to school • The goods will be delivered at your convenience • His story of what happened didn't correspond with the witness' version • The money I've saved corresponds to the cost of the holiday • I correspond with my pen pal using email • Artists criticise each other's work • Curiosity killed the cat • I'm burning with curiosity, who won the competition? • We need a definite answer by tomorrow • There's been a definite improvement in your English lately • There was a desperate shortage of food in the war zone • He has a desperate desire to succeed • He was determined to get every question right • The jury determined that the men were guilty • He determined that one day he would be famous • The caterpillar will develop into a butterfly 	<ul style="list-style-type: none"> • My arm felt as heavy as lead • I'll see you on Sunday morning • Oh what a beautiful morning • "Good morning, class!" exclaimed the teacher • Shops will be closed today as a sign of mourning for the King • Tom was in mourning for his wife • The boys went past us on mountain bikes • I'm feeling much better now that the cold weather is past • I've been jogging 3 miles a day for the past 30 years • I live on Hill Road, just past the Post Office • I passed him on the stairs this morning • A look of sadness passed across her face • Don't buy food that has passed its sell-by date • Alex Ferguson preceded David Moyes as manager of Manchester United • Anna preceded Chloe in the register • The proceeds of today's festival will go to charity • Passengers for Madrid should proceed to gate 26 • He told me he was on a diet, but proceeded to eat a bowl of chips • The bride walked down the aisle toward the groom • You'll find tea in aisle 7 at Tesco's • He went to explore the remote isle • The Isle of Skye is north of Scotland • He read her letter aloud to the rest of the family • He said aloud what he was thinking • She was allowed to leave school early • No-one was allowed to talk during the exam 	<ul style="list-style-type: none"> • London is divided into several boroughs • These fields have been under the plough for centuries • Farmers start ploughing in the spring • I am going to plough on until the work is finished • He sat on the bough of the tree • The owl perched on the bough
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	<ul style="list-style-type: none"> • Her football skills were beginning to develop • Large cracks began to develop in the wall • To check how a word is spelled, look it up in a dictionary • His test results were disastrous • Her first attempt was disastrous • The teacher did not want to embarrass her in front of the class • Sarah was an embarrassment to her whole family • We are not doing enough to protect the environment from pollution • The classroom has a calm environment • School helps equip children with the skills they need to succeed • Sam had the equipment he needed for the school trip • The new strip equipped the football team with a better image • Sarah looked especially pretty today • Gareth liked most sports, but rugby especially • I have this especially for your new house • Don't exaggerate; it wasn't that expensive • I'm not exaggerating - it was the worst meal I've ever eaten • The food was excellent • Her test results were excellent • The Universe came into existence about 15 billion years ago • Cinderella had a miserable existence with her stepsisters • The teacher gave a clear explanation of the maths problem • What was her explanation for why she was late? • In my new class, there were one or two familiar faces 	<ul style="list-style-type: none"> • The referee allowed the goal • Smoking is not allowed in public places • The building was badly affected by the fire • The illness affects mainly older people • She was deeply affected by the film • I tried taking tablets, but they didn't have any effect • I think I'm suffering from the effects of too little sleep • They had to wait for the medicine to take effect • She said she was unhappy, or words to that effect • The weather may have an effect on our plans • The altar in the church looked beautiful • We've had to alter some of our plans • I took the coat back to the shop to have it altered • He made his first ascent of Everest last year • As the plane made its ascent, we saw thick smoke coming from the engine • She nodded her assent to the question • The head teacher gave her assent to Tom leaving school early • The bridal gown looked lovely • We stayed in the hotel's bridal suite • Polly put the bridle on her horse • Wheat is a cereal grown in the UK • Coco Pops is my favourite cereal • EastEnders is a serial drama • Her novel has been turned into a television serial • Are you fishing for compliments? • My compliments to the chef • I take it as a compliment when people say I look like my mother 	
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	<ul style="list-style-type: none"> • The house looked strangely familiar, though she knew she'd never been there before • Spain was the first foreign country she had visited • She opened the tin and found a foreign substance inside • He looks about forty • Tomorrow I will be forty years old • I see Jim quite frequently • The buses run less frequently on Sundays • The government runs the country • We are asking the government to look at the issue of climate change • The TV comes with a two year guarantee • Working hard will guarantee success • Stop harassing me • It is wrong to harass younger pupils • I've never considered my disability a hindrance, but other people have • People will be able to travel from country to country without hindrance • The man's identity was being kept secret • I think my job gives me a sense of identity • In some countries you must carry an identity card • We ought to leave immediately • Milton Street is on the left, immediately after the bank • The people most immediately affected by the drought were farmers • Every individual has rights which must never be taken away • We try to treat our students as individuals • It's his problem, and I'm not going to interfere 	<ul style="list-style-type: none"> • Strawberries and cream complement each other perfectly • The music complements her voice • The plane made its final descent into the airport • There is a steep descent to the town below • His descent into crime was rapid • When the time came to vote, there were two voices of dissent • Rooney was booked for dissent after the referee failed to award him a penalty • They were lost in the desert for nine days • Some people desert from the army every year • All my courage deserted me when I walked into the exam room • For dessert, there's apple pie or fruit • If you make the main course, I'll make the dessert • This is only a rough draft of my story • For the school fair, we had to draft in extra help • There's a draught coming through the window • The principal of our academy is Mr Smith • In principle, I agree with the idea • He was a man of principle • Breaking the law went against all of his principles • When Dan sold his car, he made £1000 profit • John the Baptist was a prophet from the Bible • The traffic got slower and slower until it was stationary 	
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	<ul style="list-style-type: none"> • Even a low level of noise interferes with my concentration • Please don't interrupt me when I'm speaking • We had to interrupt our holiday because of illness • Babies take two years to learn a language • There's far too much bad language on television • Most people do not have much leisure time • The children went to the leisure centre to swim • The tree was struck by lightning • She changed her clothes with lightning speed • The flash of lightning was spectacular • He's done a marvellous job of the decorating • She was a marvellous storyteller • This year, Year 6 achieved some marvellous results • She has a mischievous sense of humour • A mischievous grin crept across his face • As a young child I was very mischievous • He flexed his muscles so that everyone could admire the • Exercise builds muscle and stamina • Rooney pulled a leg muscle early in the game • It is necessary for all children to attend school • She lacked the necessary skills to be picked for the school team • Have you met Pat, my Created by phillipsj2next-door neighbour? • Some of the neighbours have complained about the noise from our party 	<ul style="list-style-type: none"> • Tom remained stationary for several minutes • I write my letters on good quality stationery • They were so poor, they had to steal in order to eat • The bridge was made of steel • She was wary of people she didn't know • Feeling weary, Dad went to bed • You seem weary after your long journey • Whose book is this? • Who's coming to the party? 	
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	<ul style="list-style-type: none"> • I hate to be a nuisance, but could you help me? • "Stop making a nuisance of yourself, Harry", said Mr Smith • I've forgotten my umbrella - what a nuisance! • On long journeys, I occupy myself with a good book • The bathroom is occupied - I think John's in there • If these symptoms occur, consult your doctor • Minerals occur naturally in the Earth's crust • Does it never occur to you that I might want to be on my own? • Everyone will have an opportunity to sing • He goes fishing at every opportunity • I used to go to the theatre, but I don't get much opportunity now • The British Parliament building is in London • Mr Smith is a member of Parliament • If she doesn't want to go, nothing you can say will persuade her • The vet tried to persuade the dog back into the kennel • The referee stepped in when the game started to get a bit physical • Physical exercise is good for you • Laws against racial prejudice must be strictly enforced • The fact that you were late every day may prejudice your chances of winning the attendance medal • It was a real privilege to meet the Queen • The princess lived a life of privilege • Mr Smith left the teaching profession in 2012 		
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	<ul style="list-style-type: none"> • Teaching as a profession is very underpaid • Nursing is a caring profession • Doctor Who is my favourite TV programme • The school offers a huge programme of sports activities • I've programmed the heating to come on at six o'clock • English pronunciation is very difficult • There are two different pronunciations of this word • There was a long queue of traffic stretching down the road • Are you in the queue for tickets? • Do you recognise this song? • Doctors are trained to recognise the symptoms of different diseases • I hadn't seen him for ten years, but I recognised him immediately • I can recommend this book, it is a great read • I can recommend Mr Black for promotion • For further information, please refer to the relevant leaflet • Her comments were not relevant to the discussion • The restaurant was full, we could not get a table • McDonalds is a fast food restaurant • 'Big' and 'pig' rhyme • Can you think of a word that rhymes with orange? • She fell asleep to the gentle rhythm of the music • He played along to the rhythm of the drum 		
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	<ul style="list-style-type: none"> • Not going to school will sacrifice his chances of a good grade • Mother Teresa lived a life of self-sacrifice • My secretary will phone you to arrange a meeting • The press secretary gave a statement • I placed my head on her shoulder • She glanced over her shoulder to check no one was listening • He was six feet tall with broad shoulders • "I don't know" said Martha, shrugging her shoulders • The doctor's signature was difficult to read • The music had a key signature of B-flat • Tom offered a sincere apology • He seemed sincere in his explanation • Yours sincerely, John Smith • I want to join the army and be a soldier • "Come on, we're nearly there! Soldier on", said Mr White • He was punched in the stomach • I was hungry, and my stomach started rumbling • He felt a knot of nervousness in the pit of his stomach • This recipe should be sufficient for five people • "Would you like some more stew?" "No thanks, I've had sufficient" • I suggest we wait for the teacher to arrive • Can you suggest where I might find a chemist? • "Shall we have fish and chips?" suggested Sam. • The heart shape is a symbol of love • The symbol for oxygen is O • A private jet is a symbol of wealth • Our house has a central heating system 		
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	<ul style="list-style-type: none"> • The system keeps crashing and no one knows why! • A run in the morning is good for the system • Her immune system was strong • Jane was ill, she had a very high temperature • The temperature in the room was too low • They did a thorough search, but found nothing • It was a thorough waste of time • Twelfth Night is a play by Shakespeare • Our next meeting is on the twelfth of May • Our supermarket stocks apples in different varieties • She does a variety of fitness activities • The variety show was very entertaining • Carrots are my favourite vegetable • Raw vegetables are good for you • Mum cooks with vegetable oil • Tractors are farm vehicles • A truck driver died last night when his vehicle overturned • The rich man had a luxury yacht 		
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Knowledge and Strategies to Support Spelling

Nursery/FS1	<ul style="list-style-type: none"> • Know how to count or clap syllables in a word • Know and be able to recognise words with the same initial sound, such as money and mother • Know that print has meaning • Know that print can have different purposes
FS2/Reception	<ul style="list-style-type: none"> • Know how to spell words by identifying the sounds and then writing the sound with letter/s. • Show children how to touch each finger as they say each sound. • For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell

Year 1	<ul style="list-style-type: none"> • Know and be able to divide words into syllables • Know all letters of the alphabet and the sounds which they most commonly represent • Be able to name the letters of the alphabet in order • Know and be able to use letter names to distinguish between alternative spellings of the same sound • Understand the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants (Spelling fingers)
Year 2	<ul style="list-style-type: none"> • Be able to segment spoken words into phonemes and representing these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
Years 3 & 4	<ul style="list-style-type: none"> • Be able to use the first two or three letters of a word to check its spelling in a dictionary
Years 5 & 6	<ul style="list-style-type: none"> • Be able to use knowledge of morphology and etymology in spelling • Be able to use dictionaries to check the spelling and meaning of words • Be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Be able to use a thesaurus.