



Curriculum Progression Document

Writing

Writing Curriculum



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Intent

At Stogursey Church of England Primary School, writing is a crucial part of our curriculum. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Reading and writing are central to children's intellectual, emotional and social development. It has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing, children learn to express themselves creatively and imaginatively and communicate with others effectively. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills, which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Great Britain is a linguistically and culturally diverse country, with participation in many aspects of British life dependent on effective communication in English. In addition, proficiency in English is invaluable globally. In the Stogursey Curriculum, English contributes to nation-building and to internationalisation. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Britain's future.

We intend that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening, which will equip them with the fundamental tools to 'Grow and Flourish' in later life. Throughout the pupil's journey in school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum. We intend to change children's lives through literacy. To empower the teachers who make it happen. We all know that English is a vital way of communicating.

Our school's curriculum plan ensures all pupils have access to a high-quality text as a driver for writing. Our writing units focus on audience and purpose so pupils can reason and explain why they are writing in this way. Our broad range of literature genres has been chosen as a stimulus for learning across the curriculum (these are underpinned by our Christian Values) and to broaden children's writing experiences. They link into our curriculum intent and support our cultural capital through exploring diversity and aspiration.

Texts

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for pupils to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials. Although many types of texts will be easy to recognise based on their subject matter, forms and structures, the distinctions between types of texts need not be sharply defined or formulaic. The act of creating texts, by its nature, involves experimentation and adaptation of language and textual elements from many different writing styles and categories of texts. As a result, it is not unusual for an imaginative text to have strong persuasive elements, or for a persuasive text to contain features more typically seen in informative texts, such as subheadings or bullet points.

Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication, such as visual images, soundtrack or spoken words, as in film or computer presentation media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that pupils undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, in media, everyday and workplace contexts.

We also believe writing is a vital opportunity to revisit and consolidate knowledge gained in other curriculum areas to ensure knowledge 'sticks'.

By the time pupils leave Stogursey Church of England Primary School, we aim to ensure they are proficient, independent writers.

The range of literary texts for study from Foundation to Year 6 comprises classic and contemporary world literature. It emphasises British literature, including the oral narrative traditions of ours, as well as the contemporary literature of these cultural groups. The Stogursey Curriculum: English acknowledges a variety of approaches to the study of literature. Each makes different assumptions about the purposes of literature study, the nature of literary texts and methods of analysis.

This is underpinned by our school curriculum intent, which in turn is underpinned by the QET principles.

At Stogursey, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, which has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Stogursey are well-rounded and prepared for the next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum helps cater to different interests and learning styles, making education more enjoyable and effective https://aspe.org.uk/wp-content/uploads/bulletins/ASPE7_July-2019.pdf for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village's rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART), which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A responsive curriculum, so that it meets the needs of children and young people in our local community, as well as opening doors to the wider world.
- A transformative curriculum, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

In the EYFS:

Our nursery curriculum is firmly embedded within a reading-rich culture. Each week begins with a carefully chosen core text that acts as the foundation for all learning. From this text, staff thoughtfully plan activities across the seven areas of learning, ensuring that literacy is at the heart of every experience. Books are not only a starting point but a continuous thread throughout the curriculum, fostering a love of reading and language. Through daily story sessions, interactive discussions, and themed activities, children are immersed in rich vocabulary and meaningful contexts that support their development across all areas.

Implementation

At Stogursey we use the mixed aged planning as set out in Literacy Tree, our chosen scheme. This scheme was chosen based on the fact that the scheme uses quality texts to motivate pupils to write with a golden thread of spelling, punctuation and grammar running throughout. Teachers are expected to adapt lessons according to pupils age and stage .

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes, including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating ideas in speech and writing).

We recognise that both these elements are essential to success, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our Aims:

We teach grammar through our writing curriculum in order that it is meaningful for the children and can be used in practice.

We correct grammatical errors orally and in written work (where appropriate).

We have a systematic approach: we revisit key learning and build upon it in all areas from phonics through to grammar and spelling.

We use high-quality texts, modelling and shared/ collaborative writing to demonstrate good practice.

We provide writing frames and or images to support the least confident.

We provide time for planning, editing and revising.

We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.

We encourage joined handwriting to support spelling and speed.

We use drama and hot-seating to help pupils think about another point of view.

Support for pupils with learning and motor difficulties.

The Writing Root Pedagogy

Thematic Link	Links are made through themes and conventions within significant literature.
Discovery Point	Dramatic conventions support immersion and create a hook with the book to create resonance.
Literary Language	Literary language explicitly taught and applied in writing.
Embedded Comprehension	Reading comprehension explicitly embedded through prediction and inference.
Embedded Grammar	Explicit grammar skills for writing taught in context to be applied purposefully.
Spelling & Vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition.
Purpose & Audience	Distinct shorter and longer writing opportunities rather than genre-led.

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Our vocabulary planning teaches vocabulary in context through investigation and application. Consider word origins, etymology, and synonyms, helping children familiarise themselves with the vocabulary they'll encounter within their class text.

The Vocabulary Vines Pedagogy

Vocabulary in context	Carefully planned exploration of vocabulary drawn from rich, high-quality texts known to the children.
Spoken Language	Opportunities and support to form ideas aloud, construct oral sentences and consider the effect of delivery and tone.
Literary Language	Develop literary language through exploring metaphor, simile, personification, hyperbole, onomatopoeia and alliteration.
Listening & Responding	Opportunities for children to explore the role of active listening, including body language, clarifying questions and building on others' contributions.
Collaboration	Short, focused oral paired and small group tasks encourage purposeful discussion to deepen understanding.
Exploration	Experiment with new vocabulary through supportive sentence frames, modelled language and scaffolded oral rehearsal.
Wider links	Spelling, etymology and morphology to support vocabulary exploration and application language in real-world contexts.

Handwriting and Presentation:

At Stogursey CofE Primary School, children are taught to write legibly, fluently and at a reasonable speed.

We believe a pre-cursive style with correct letter formation must be taught as early as possible.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing).

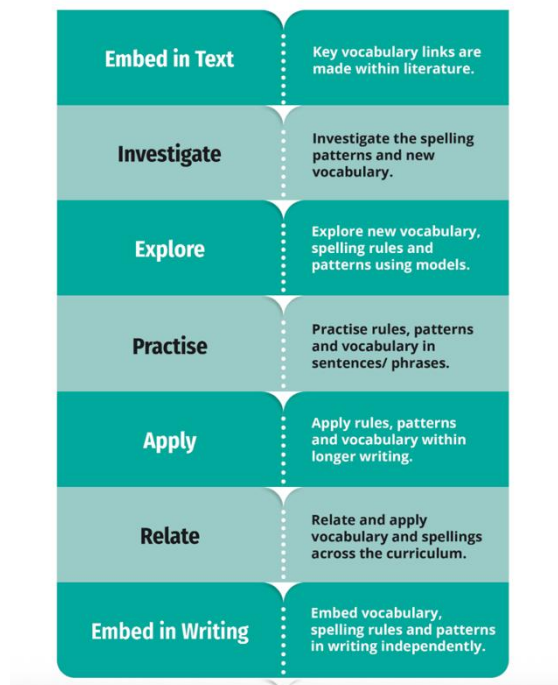
Children progress to pen when ready to do so.

Spelling:

The daily, rigorous, systematic phonics sessions in EYFS and KS1 follow the Little Wandle Phonics and Spelling Programme. In KS2, we have a book-based approach to spelling seeds. Teach spelling in context through investigation and application. These sequences complement Writing Roots, using the same texts for additional short writing opportunities. Regular opportunities to identify and use spellings within a context. Focused sessions for Common Exception Words from year 3- year 6.

The Teach Through a Text Approach

The Spelling Seed Pedagogy



English Overview Rolling Programme Year A

First experiences

Developing Competency

Skilful, confident and independent learners

EYFS	<p>All about me</p> <p>Ten little fingers and tiny toes</p> <p>Peace at last</p> <p>Owl babies</p> <p>So much</p> <p>Baby goes to market</p> <p>Monkey and me</p>	<p>Cinderella/ Goldilocks and the three bears/ Ghanian Goldilocks</p> <p>The three little pigs/ Three little pigs and the true story</p> <p>Jack and the beanstalk/ Jim and the Beanstalk</p> <p>Three billy goats gruff/ The truth about three billy goats gruff Steven Otfinoski</p> <p>Jesus Christmas party</p>	<p>Catch that chicken</p> <p>Farmer duck</p> <p>Stuck in the muck</p> <p>Dig dig digging</p> <p>Jabari tries</p>	<p>Walking through the jungle</p> <p>We are going on a bear hunt</p> <p>Lima' Red Hot Chilli</p> <p>Tiny seed</p> <p>The Gigiagntic turnip</p> <p>Handia's surprise</p> <p>The Gruffalo</p>	<p>Dear zoo</p> <p>Monkey Puzzle</p> <p>Eels</p> <p>Little red hen</p> <p>Hungry Catapillar</p> <p>Can you see little bear</p> <p>Peck peck peck</p>	<p>Shark in the park</p> <p>Rainbow fish</p> <p>Snail on the whales</p> <p>Fidgety fish</p> <p>Tiddler</p> <p>Look what I found at the beach.</p>
R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>The Colour Monster</p> <p>The Gingerbread man.</p>	<p>Ning and the night spirit</p> <p>Where the wild things are</p>	<p>Little Red</p> <p>Bringing the rain to Kapiti Plain</p>	<p>Look up!</p> <p>I will never, never eat a tomato!</p>	<p>My Shadow is pink</p> <p>Hairy Maclairy</p>	<p>Oi Frog!</p> <p>So much or Izzy Gizmo</p>

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Lubna and pebbles	Ning and the night spirit Leo and the Octopus	Billie and the Beast Dragon Machine	The Odd Egg Tadpoles Promise	Julian is a Mermaid The Bear and the piano	Jim and the Bean Stalk Goldilocks and the Three Bears
Reading	A book of Bears	Dixie O'Day: in the fast lane	The spider and the fly	After the fall	Hotel Flamingo	Cinderella An Art Deco Fairy Tale
Spelling	Pathways to spelling	Bridge to spelling (LW)	Little Wandle Units 1/2/3	Little Wandle Units 4/5/6/7	Little Wandle Units 8/9/10/11	Little Wandle Units 12/13/14
Yr 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<i>Leon and the Place Between</i> <i>The Mermaid of Zennor</i> Charles Causley	The Barnabus project FaRther	Winters Child	The Lion and the Unicorn	The Mysteries of Harris Burdick How to live forever	Pride Our Tower
Reading	<i>The Lost Spells</i> Robert MacFarlane <i>Arthur and the Golden Rope</i>	The BFG New and collected Poems for Children	The poets Dog Earth shattering events	Africa, Amazing Africa How does a lighthouse work?	Mr Penguin and the Lost Treasure I am the seed that grew the tree	A Necklace of Raindrops Two weeks with the Queen
Spelling	More prefixes (dis-, mis-, in-, il-, im-, ir-	The suffix -ation Endings which sound like	Adding suffixes beginning with	Words with the /k/ sound spelt ch	Endings which sound like /ʒən	The /ʌ/ sound spelt ou

	re- sub-, inter-, super, anti-, auto-) Words with endings sounding like /ʒə/ or /tʃə/	/fən/,spelt tion, –sion, –ssion, –cian Words with the /s/ sound spelt sc	vowel letters to polysyllabic words Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que		Words with the /ʃ/ sound spelt ch	Possessive apostrophe with plural words
Yr 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<i>The Man who walked between the towers</i> <i>The Promise</i>	The Tempest Percy Jackson	The lost things The Lizzie and Belle Mysteries	Rumaysa Beowulf	Anne Frank Alte Zachen	Curiosity High Rise Mystery
Reading	Good Thieves Cosmis	Explorer Who let the Gods out	The Wanderling Black and British	Sir Gawain and the Green Knight Grimm Tales for young and old	When Hitler Stole pink rabbit Letters from a lighthouse	Overheard in tower block The polar bear explorer
Spelling	Words ending in –able and –ible, ably and –ibly	Words containing the letter-string ough Endings which sound like /ʃəl/	Use of the hyphen	Homophones and other words that are often confused Words ending in –ent, –ence/–ency	Words ending in –ant, –ance/–ancy,	Words with ‘silent’ letters Words ending in –ant, –ance/–ancy,

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Cycle B

EYFS	<p>All about me</p> <p>Ten little fingers and tiny toes</p> <p>Peace at last</p> <p>Owl babies</p> <p>So much</p> <p>Baby goes to market</p> <p>Monkey and me</p>	<p>Cinderella</p> <p>Goldilocks and the three bears</p> <p>Lima' Red Hot Chilli</p> <p>Three little pigs and the true story</p> <p>The gingerbread man</p> <p>Three billy goats gruff</p> <p>Jesus Christmas party</p>	<p>Catch that chicken</p> <p>Framer duck</p> <p>Stuck in the muck</p> <p>Dig dig digging</p> <p>Jabari tries</p> <p>The Gruffalo</p>	<p>Tiny seed</p> <p>The Enormous</p> <p>Handia's surprise</p> <p>Walking through the jungle</p> <p>We are going on a bear hunt</p> <p>Jack and the beanstalk</p>	<p>Dear zoo</p> <p>Monkey Puzzel</p> <p>Eels</p> <p>Little red hen</p> <p>Hungry Catapillar</p> <p>Can you see little bear</p>	<p>Shark in the park</p> <p>Rainbow fish</p> <p>Snail on the whales</p> <p>Fidgety fish</p> <p>Tiddler</p> <p>Look what I found at the beach.</p>
R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>The gingerbread man</p> <p>Bringing the rain to Kapiti Plain</p>	<p>Ning and the night spirit</p> <p>Where the wild things are</p>	Little Red	<p>Look up!</p> <p>I will never, never eat a tomato!</p>	<p>My Shadow is pink</p> <p>Hairy Maclairy</p>	<p>Oi Frog!</p> <p>So much or Izzy Gizmo</p>
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Writing	Brining the Rain to Kapti Plain Cave Baby	Iggy Peck, Architect Last stop on market	Super Milly and the Super School Day The Owl and the Pussy Cat	The Tiny Seed The Journey Home	Send for a Superhero Wolves	The Comet The bear that hid under the stairs
Reading	Ada Twist and the Perilous parts	The Street Beneath My feet.	Rabbit and Bear	There's a Rang-Tan in my bedroom	Cakes in Space	A Book of Bears
Spelling	Pathways to spelling	Bridge to spelling (LW)	Little Wandle Units 1/2/3	Little Wandle Units 4/5/6/7	Little Wandle Units 8/9/10/11	Little Wandle Units 12/13/14
Yr 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<i>Varmints</i> <i>The First Drawing</i>	<i>The Tin Forest</i> <i>The Iron Man</i>	<i>The Pied Piper of Hamelin</i> <i>The Crown</i>	<i>Baker by the Sea</i> The Riddle of the Runes Janina Ramirez	<i>The Ever-Changing Earth</i> <i>Flotsam</i>	<i>The Lion the Witch and the Wardrobe</i> <i>Jabberwocky</i>
Reading	<i>The Undefeated</i> <i>The Undefeated</i>	<i>The Story of Flight</i> <i>The Wild Robot</i>	<i>The Pied Piper of Hamelin</i> <i>Tamarind and the Star of Ishta</i>	<i>Viking Voyagers</i> <i>Norse Myths</i>	<i>The Humans: Ancient civilisation</i> <i>The Last Firefox</i>	<i>The Lion the Witch and the Wardrobe</i> <i>Adventuremice: Otter Chaos</i>
Spelling	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən Possessive apostrophe with plural words	The /ʌ/ sound spelt ou Words with the /eɪ/ sound spelt ei, eigh, or ey Words with the /k/ sound spelt ch	More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super, anti-, auto-) The suffix - ous	The /i/sound spelt y elsewhere than at the end of a word	The suffix -ly Homophones and near-homophones

Yr 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<i>The Odyssey</i>	<i>Can We Save the Tiger?</i>	<i>Hidden Figures</i>	Paradise sands	<i>The Lost Happy Endings</i>	Kaspar, Prince of Cats
	<i>Windrush Child</i>	<i>The Last Bear</i>	<i>Suffragette: The Battle for Equality</i>	The Last Wild	<i>Romeo and Juliet</i>	Some Places More Than others
Reading	Good Thieves	<i>Fly Me Home</i>	<i>The Tiger Rising</i>	<i>The Little Match Girl Strikes Back</i>	<i>The Listeners</i>	<i>Incredible Journeys</i>
	Cosmis	<i>On the Move: Poems about Migration</i>	<i>Darwin's Voyage of Discovery</i>	<i>The Invention of Hugo Cabret</i>	<i>Coghear</i>	<i>The Story of Titanic for Childre</i>
Spelling	Use of the hyphen Adding suffixes beginning with vowel letters to words ending in –fer	Words with the /i:/ sound spelt ei after c Words ending in –ent, –ence/–ency	Words containing the letter-string ough Words ending in –ant, –ance/–ancy, Endings which sound like /jəl/	Words containing the suffix –ate, –ify, –en Homophones and other words that are often Words ending in –able and –ible, ably and –ibl	Words with ‘silent’ letters	Endings which sound like /ʃəs/ spelt –cious or –tious

Progression in Grammar

Year 1 - Grammar coverage

Write a simple sentence starting with a noun/proper noun	To orally use simpleco-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use connectives of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we <u>have</u></i> <i>he/she <u>has</u></i> <i>I/you/we <u>do</u></i> <i>he/she <u>does</u></i> <i>I <u>am</u></i> <i>you/we<u>are</u></i> <i>he/she <u>is</u></i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my your, his, her</i>	Use question marks	Use exclamation marks
Firstperson (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

Year 2 - Grammar coverage

<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i></p> <p><i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i></p>	<p>Onomatopoeia</p>	
<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words(found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	

Year 3 - Grammar coverage

<p>Formation of nouns using prefixes:</p> <p><i>auto-</i></p> <p><i>anti-</i></p> <p><i>super-</i></p> <p><i>under-</i></p>	<p>Expressing time, place and cause, using</p> <p>prepositions: <i>before, after, during, in, because of</i></p>	<p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p>	<p>To make the plural for nouns ending in “-ch”,</p> <p>“-sh”, “s”, “z” or “x” by adding “-es”</p>	<p>Pronouns–</p> <p>To know the difference between the subject and object with the personal pronoun</p>	<p>Pronouns–</p> <p>Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p>
<p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>	<p>Verbs–</p> <p>Present perfect:</p> <p>“has/have” + past participle</p> <p><i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail:</p> <p><i>Siamese</i> cats are a <i>variety</i> that can live to a great age. The <i>species</i> has many unusual <i>features</i> for a <i>feline</i>.</p>	<p>To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i></p>	<p>Quantifiers:</p> <p><i>enough, less, fewer, lots of, none of, both, each, every,</i></p> <p><i>a few, neither, either, several</i></p>	<p>Verbs–</p> <p>Use irregular simple past-tense verbs</p> <p><i>awake – awoke</i></p> <p><i>blow – blew</i></p>
<p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>Powerful verbs:</p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p>Inverted commas:</p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p>Compound sentences with co-ordinating conjunctions:</p> <p><i>and</i></p> <p><i>but</i></p> <p><i>or</i></p> <p><i>so</i></p> <p><i>for</i></p> <p><i>nor</i></p> <p><i>yet</i></p>	<p>The difference between a phrase and a clause</p>	<p>Verbs–</p> <p>Past perfect:</p> <p>“had” + past participle</p>
<p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p>	<p>Prepositions:</p> <p><i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words:</p> <p><i>fear, feared, fearful, fears, fearfully</i></p>	<p>Complex sentences using subordinate conjunctions:</p> <p><i>until</i></p> <p><i>although</i></p> <p><i>even if</i></p>	<p>Pattern of three for persuasion:</p> <p><i>Fun. Exciting. Adventurous!</i></p>	<p>Homophones and their meanings:</p> <p><i>bear – bare</i></p> <p><i>pear – pair</i></p>
<p>Expressing time, place and cause using</p> <p>adverbs: <i>then, next, soon</i></p>	<p>Identifying all the word classes of a simple sentence</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p>	<p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p>		

Year 4 - Grammar coverage

Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs</i> <i>ours, hers, his, its</i>	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i>	Starting a sentence with "-ing" , using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i>	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Verbs – Past perfect continuous: <i>"had" + past participle + "-ing"</i>	Know the difference between a preposition and an adverb	Capital letters for proper nouns : names, places, days of the week, months, titles and languages	Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": <i>frightened, scared</i> , etc.
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.				

Year 5 - Grammar coverage

Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors
Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”	Dashes for parenthesis	Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Future tense verbs	Rhetorical questions
Indicating degrees of possibility using modal verbs : <i>might, should, will, must</i>	Commas for parenthesis	Connectives to build cohesions: <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Onomatopoeia	Personification
Indicating degrees of possibility using adverbs : <i>perhaps, surely</i>	Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i>	Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)	Colons for play scripts and to start a list	Secure use of compound sentences
Embellishing simple sentences	Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		

Year 6 - Grammar coverage

Informal and formal speech: <i>find out/ discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i>	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Semicolons to demarcate within a list	Simple sentences and how to embellish them	Modal verbs
Abstract nouns	Repetition for effect: persuasion, suspense, emphasis	Colon and bullet points for a list	Alliteration	Consolidating compound sentences and coordinating conjunctions	Auxiliary verbs
Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	Connectives to signpost and create cohesion within a text: <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise 	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	Similes	Complex sentences and subordinate conjunctions	Tense (past, present and future)
Antonyms: using prefixes	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the subject and object of the sentence	Metaphors	Combining complex and compound clauses to create a sentence	Pronouns: relative and possessive

Collective nouns	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses
The difference between passive and active sentence and when to use the passive	Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Antonyms to create different effects in sentences	Fronted adverbials	Expanded noun phrases : <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase	Determiners and generalisers

Progress in Spellings

EYFS and Year 1 are learning phonics following the Little Wandle Program.

Year 2 follows the Little Wandle spelling progress.

Children on track at the end of Year 1:

Autumn 1	Autumn 2	Spring and Summer
5 weeks: Phase 5 review	5 weeks: Bridge to spelling	20 weeks: Spelling units

Children completing Phase 5:

Autumn 1	Autumn 2	Spring 1	Spring 2, Summer 1 & 2	Year 3
Complete Phase 5	5 weeks: Phase 5 review	5 weeks: Bridge to spelling	15 weeks: Spelling units	5 weeks: Spelling units

Teach children with much larger gaps separately (two scenarios outlined below):

Autumn 1	Autumn 2, Spring 1 and 2	Summer 1	Summer 2
Complete Rapid Catch-up Phase 4	16 weeks: Rapid Catch-up Phase 5	5 weeks: Bridge to spelling	5 weeks of spelling (continue in Year 3)
Autumn 1 and 2	Autumn 2, Spring 1	Spring 1 and 2, Summer 1	Summer 2
Complete Rapid Catch-up Phase 2 or 3	4 weeks: Rapid Catch-up Phase 4	16 weeks: Rapid Catch-up Phase 5	5 weeks: Bridge to spelling

Year 3/4 Spelling progression

A	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən Possessive apostrophe with plural words	The /ʌ/ sound spelt ou Words with the /eɪ/ sound spelt ei, eigh, or ey Words with the /k/ sound spelt ch	More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super, anti-, auto-) The suffix -ous	The /i/ sound spelt y elsewhere than at the end of a word	The suffix -ly Homophones and near-homophones
B	More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super, anti-, auto-) Words with endings sounding like /ʒə/ or /tʃə/	The suffix -ation Endings which sound like /ʃən/, spelt tion, –sion, –ssion, –cian Words with the /s/ sound spelt sc	Adding suffixes beginning with vowel letters to polysyllabic words Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que	Words with the /k/ sound spelt ch	Endings which sound like /ʒən Words with the /ʃ/ sound spelt ch	The /ʌ/ sound spelt ou Possessive apostrophe with plural words

Year 5/6 Spelling progression

A	Words ending in –able and –ible, ably and –ibly	Words containing the letter-string ough Endings which sound like /ʃəl/	Use of the hyphen	Homophones and other words that are often confused Words ending in –ent, –ence/–ency	Words ending in –ant, –ance/–ancy,	Words with ‘silent’ letters Words ending in –ant, –ance/–ancy,
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B	<p>Use of the hyphen</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>Words ending in –ent, –ence/–ency</p>	<p>Words containing the letter-string ough</p> <p>Words ending in –ant, –ance/–ancy,</p> <p>Endings which sound like /jəl/</p>	<p>Words containing the suffix –ate, –ify, –en</p> <p>Homophones and other words that are often</p> <p>Words ending in –able and –ible, ably and –ibl</p>	<p>Words with ‘silent’ letters</p>	<p>Endings which sound like /ʃəs/ spelt –cious or –tious</p>
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Progression in Handwriting

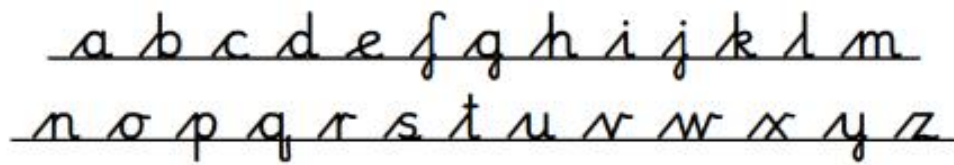
At Stogursey CofE Primary School, we believe that handwriting and presentation should have a high importance with the children. As a school, we follow:

EYFS – learn to form the letters accurately and consistently, following the Little Wandle rhymes.

Year 1 – When the children have achieved the previous step, they will add the lead-in joins to the letters in preparation for cursive writing.

From Year 2, the majority of children will be following the Debbie Hepplewhite scheme that we use in school, with a modified F as per school policy.

Introduction to the Debbie Hepplewhite method of teaching fully joined handwriting



This fully joined handwriting style and the method of teaching are suitable and successful for **any age** (from around six years old). The style is designed by Debbie Hepplewhite specifically for *teaching purposes* and it works exceptionally well to provide a *fresh start* in joined handwriting for older pupils. The *diagonal line joins* soften as the writer becomes increasingly fluent. The style is taught as separate letters at first – not letter strings – and all the letters with their diagonal lead-in joins are taught to proficiency and automaticity before starting to join the letters into words. It is preferable to provide opportunities for intensive **daily** practice rather than, for example, a pace of one lesson per week.

Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. A joined handwriting style links kinaesthetic 'muscle memory' with the relationship between the sounds of our speech and the letter shapes, letter groupings and whole written words. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work.

Pencil or pen hold – and posture

Teach the traditional **tripod** pencil grip. For younger learners, make this skill child-friendly by saying, "Put your froggy legs [thumb and forefinger] on the bottom of the painted part of the pencil [not on the cone-shaped end part] with the pencil across the frog's back [back of the hand], then put the log under the frog" [middle finger supporting the pencil to complete the tripod grip].

Emphasise the need for good sitting posture. The writing hand should rest lightly on the paper *below the words being written* so that the words are not obscured. The paper may be tilted slightly to the right (for right-handers) or to the left (for left-handers) to increase comfort. The spare hand keeps the paper secure.

Handwriting style

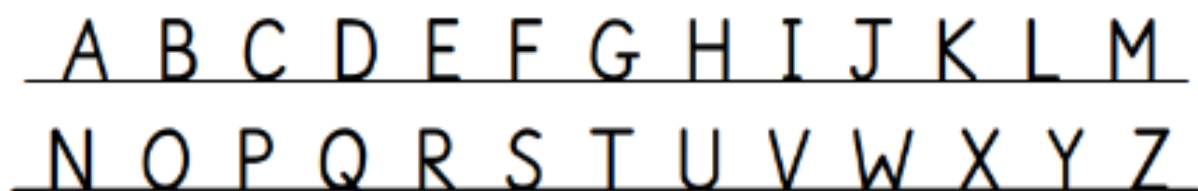
The style is an all-joined style with two main joins – a **diagonal join** which starts with the pencil point, or pen, on the writing line and a **washing line join** (or smile join). The descenders of letters **f**, **g**, **j** and **y** "...go straight down through the writing line with a thin loop..." and continue to form the beginning of the diagonal join to the following letter. The diagonal join and washing line join (or **smile join**) need to be adjusted for writing the letter **z**.

Demonstrate the two main joins by drawing two separate squares sitting on a writing line to just less than 'half height' of the space between two writing lines. In one square draw a straight line from the bottom left corner to the top right corner to form the **diagonal line join**. In the other square, draw a curved line from the top left corner to the top right corner to form the **washing line join** (or smile join).

The joins are very important for spacing letters evenly and learners need to understand that there must be a clear 'join' between all the letter shapes. Learners are taught to think carefully about which part of each letter is **the letter shape** and which part of the letter is **the join**. At first, all lower case letters are taught as discrete (separate) shapes starting with the pencil point 'on the [writing] line' to form the diagonal lead-in stroke or *leader* [see the examples below]. A lead-in stroke at the beginning of every word in lower case is considered to be very **dyslexia-friendly**. This style is not taught by writing any long letter strings of the same letter.

Not only are learners taught to form each individual letter shape to fluency, they are also taught to think carefully about the letters they write and the join **each letter needs in whole words**. This engagement with the mechanics of the writing style instead of just mindlessly copying strings of letter shapes and words results in learners **proceeding rapidly to joining any words they wish to write independently**. Some learners may be able to convert to this style almost immediately.

All upper case, or capital, letters are simple *print* letter shapes which do not join other letters. Teach that capital letters start 'from the top' or 'in the air' - that is, from just below the upper writing line (dependent upon the spacing between lines). When writing a whole word which requires a capital letter at the beginning, a small space is left after the capital letter and the second [lower case] letter starts 'on the line' and all subsequent letters in the word are joined.



The order of teaching the lower case letter shapes

It is important to teach the letters which start like the letter *c* to fluency before the other letters. Teach, "Start on the line, diagonal join to half height, then hook over, back and round" for the letter *c*. For the subsequent letters which start like *c*, describe and model how to, "...catch the hook...". After the letters *c, e, n, m, x* which all end with washing line joins, an extra 'hook over' needs to be added to then form the **c group** of letters *c, a, d, s, g, o, q*.

For the full 'patter' for forming the letters, see the pdf:
**Suggested 'patter' for the Debbie Hepplewhite method
 of teaching fully joined handwriting**

Impact and Assessment

Staff assess pupils' learning during and as part of every session, and their practice is adapted accordingly to suit the needs and abilities of their class.

Formal assessments of writing are carried out in both Key Stages 1 and 2 every half term. The results are analysed and inform next steps in learning, target setting for children and teachers' future planning.

Writing is assessed using the National Curriculum descriptors, using the Somerset agreed writing assessment grids.

Children's writing progress is discussed with parents and carers at parent and carer meetings in the Autumn and Spring terms. A full written report is sent to parents and carers in the summer term. However, teachers keep parents and carers regularly updated through informal processes.

All staff attend moderation sessions within the school; moderation occurs throughout local schools throughout the year.

Children's progress in English is assessed using nationally prescribed tests, with the Phonics Screening test taking place at the end of Year 1 as well as teacher assessment. At the end of Year 6, Key Stage 2 SATS and teacher assessment.

Writing is regularly monitored by the English Lead. The headteacher and SENDCo hold termly pupil progress meetings with teachers. Areas for development lead into staff training, interventions and the school SEF, development plan and performance management

Inclusion

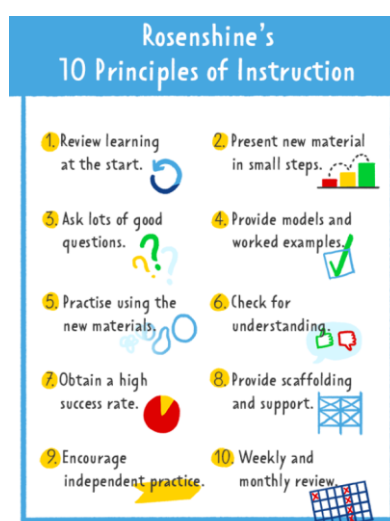
At Stogursey, we believe that **All** leaders are leaders of SEND, and as such, it is our responsibility to ensure an inclusive approach to promote the well-being and academic progress of **all** our children in the whole curriculum. By removing barriers to learning and supporting the growth of the whole child, we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children, as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.



'Grow in the Grace and Knowledge'