St. Peter's Smithills Dean Primary School

Writing Curriculum Handbook



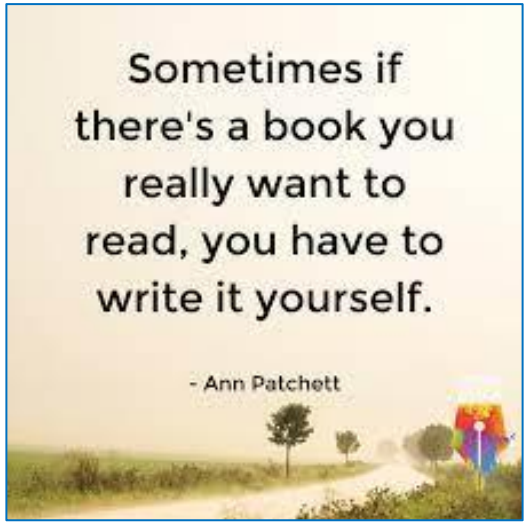
Writing: Our Curriculum Vision

"If you want to change the world, pick up your pen and write"
– Martin Luther King

At St Peter's we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of St Peter's are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

Contents

- Curriculum Vision
- Our Approach to Learning and Teaching at St. Peter'
- Learning and Teaching of Writing
    - Values through Writing
    - DR ICE in reading
    - Early Writing
    - Drawing Club
    - Pathways to Write
    - Writing for a Purpose
    - Cross curriculum Links
    - Spelling
    - Handwriting
    - Inclusion
    - Diversity through Writing
    - Progression and Assessment in Writing
- The National Curriculum and Writing
- Writing and Poetry Long Term Plans
- Vocabulary Overview
- Writing End Points
- Whole School Spelling Overview
- Editing and Feedback Policy



Forward As One CE MAT - Curriculum Vision:

Our vision at Forward As One is to ensure we meet the unique needs of each school community, providing a high-quality education with the curriculum at the heart. Our curriculum vision is rooted in the CofE vision for Education, and we aspire to enable all of our children to experience 'life in all its fullness'. For us to achieve this, we believe the curriculum needs to be built carefully, with the demographic, values, and community of each school in mind. We have an aligned core-curriculum approach across the Trust, however the wider-curriculum is reflective of the bespoke needs of each school – building upon the National Curriculum, ensuring we utilise our local area, community partnerships and links to bring the curriculum to life.

St. Peter's Smithills Dean Primary School – Curriculum Vision:

At St. Peter's all aspects of school life, including our Shine Curriculum, are firmly rooted in the school mission statement and our Christian Values. We believe that every child should develop the knowledge, skills, understanding and confidence to become a positive force in the world.

Our Shine Curriculum ensures children experience excellent teaching and develop a lifelong love for learning. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond this to ensure that our children are exposed to the richest and most varied opportunities that we can provide. St. Peter's Shine Curriculum will give children opportunities to find their talent, their gift, an area of expertise or spark an interest in them that will develop into a lifelong hobby or pastime. The curriculum is further enhanced by our commitment to values-based education (including British Values) and, through this, we provide learning experiences which promote confident, resilient, self-motivated pupils, eager to challenge themselves and learn.

We aim to remove all barriers to learning so that **all** children can develop the skills they need to move onto the next phase of their learning and to carry with them a joy for new learning and discovery.

We want all the children to develop a growth mindset and increase their resilience when faced with a challenge, to know that making mistakes is ok and that this is an essential part of great learning. We aim to ensure that our children are able to communicate confidently and effectively through both their spoken and written language by the time they leave St. Peter's. We want all children to develop a love of reading and the skills required to read for pleasure into adulthood.

Our Shine Curriculum ensures children gain an understanding of equal opportunity, are able to celebrate the richness and diversity of Bolton, Britain and the wider world and are, therefore, fully prepared for life as a global citizen.

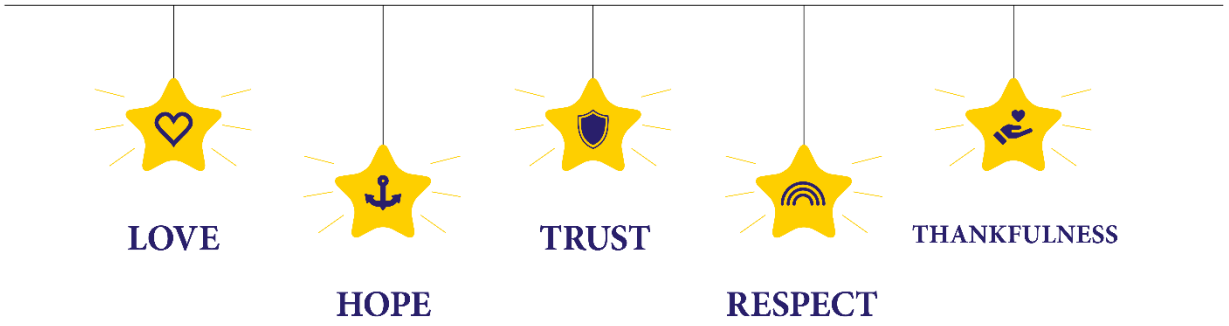
We aim to equip **all** children with the knowledge and skills to make positive lifestyle choices in respect of their physical health, their wellbeing and healthy relationships. We place a great value on the importance of digital literacy and computing confidence, so all our children know how to keep safe but be creative and innovative when using IT software and equipment.

When children leave St. Peter's our Shine Curriculum will ensure they are ready for Secondary School academically, emotionally and physically; they will take with them strong personal values and a 'can do' attitude which will allow them to continue their learning journey and succeed.

We want all our children to take risks, try new experiences, inside and outside of the classroom, and, therefore, experience life in all its fullness so they can become St Peter's citizens who shine as lights in their world.

St. Peter's Shine Curriculum

Allowing every child their moment to shine



Our Approach to Learning and Teaching at St. Peter's

At St. Peter's we know our children will learn more and remember more and make the best progress if they have quality first teaching in every lesson. Therefore, we ensure our teachers get the best possible training, whether they are early career teachers or experienced teachers, so they are constantly improving and refining their skills. Rosenshine's *'Principles of Instruction'* are the bedrock of our pedagogy and practice. The key elements of: reviewing material/knowledge, questioning, sequencing concepts/modelling, and stages of practice provide us with an evidence-based approach which ensures children make progress in their learning sequentially, embeds knowledge and refines skills.

As a summary, and in line with the school's commitment to the outstanding teacher programme, teachers seek to embed the principles of DR ICE in their lessons whereby the following elements should be visible:

1. **Deepening Thinking**: *through the use of key questions and learning tasks which require children to use and apply previous knowledge and skills taught, children are given tasks of a desirable difficulty.*
2. **Role Modelling**: *teachers use modelling regularly to ensure clarity around learning and purpose, leading to more independent learners.*
3. **Impact on learning**: *learning is assessed by teachers regularly using formative assessment strategies, during lessons and through marking. Teachers monitor engagement closely and children are quickly identified who may need additional support.*
4. **Challenge**: *teachers know their children well, and so set meaningful and challenging tasks, ensuring engagement and participation in learning is high.*
5. **Engagement**: *children are motivated about the learning taking place. Teacher plan lessons and topics with interesting and exciting 'hooks' to engage and motivate children. Engagement is monitored and rewarded; where engagement in learning is low, intervention will be quickly put in place*



Learning and Teaching of Writing

Teaching Values through Writing

 LOVE	Through writing, we aim to inspire, excite and engage children in original and free-flowing expression of thoughts, feelings and ideas. With staff showing their love for the writing journey, we aim to boost confidence, motivation and engagement. Children will discover a love of learning – using their writing skills to discover new places, new people, new ideas and new worlds. The value of love explicitly runs through units such as **Coming to England** where the characters actions are driven by love and subtly where the focus is on writing linked to the environment or a person the children have chosen to focus on when writing **biographies**. Love for friendship is also a common theme and is shown beautifully in the first unit in year one.
 HOPE	Children will write from the point of view of various characters and real-life people who embody the value of hope such as the **evacuees during World War 2** through to writing persuasive texts based on the hope of **saving endangered animals**. Children will encounter examples of writing where the individuals or characters never lose hope, such as when looking at the **story of Matthew Henson**, where determination and resilience keep people going through the toughest of times to a joyful or successful conclusion. True stories of people who have achieved amazing things, from the humblest or most difficult starts, will inspire our children and instil in them a sense of hope for the future.
 RESPECT	Through our theme of diversity we look at a variety of stimuli for writing from writing to inform linked to **Floella Benjamin**, through to writing their own speeches in court as if they were **Rosa Parks**. They will learn how to write in a way which celebrates our differences and respects those who may live a different lifestyle to our own. Writing allows children to portray other cultures, lifestyles, countries and imaginary worlds and is inspired by what they have read for example **Leon and the Place Between**. They will learn to treat everyone with respect regardless of gender, ethnicity, sexuality, disability or race.
 TRUST	Through the texts and stimulus we use to inspire our writing opportunities, the children learn the importance of being trustworthy and honest. Through studying non-fiction texts they learn about what sources of information are trustworthy and how to think critically about what they have read. They understand bias and the difference between fact and opinion. Children will hear stories about where people have put their trust in others, and the importance of sticking to your word. They will learn to trust others and be trustworthy themselves. They will be able to relate this to those in their own lives such as the study of **Grandpa's Gift** in year one where the children often name people known to them.
 THANKFULNESS	Through opening doors to the world and other people and cultures, children will learn to be grateful for what they have. By focusing on books such as **The Brilliant Deep** and **Tidy** and putting this new focus into writing**,** they will develop a gratefulness for the world around them and a respect for those who have less. Through stories such as '**Miesha Makes Friends'** they will become thankful for friends and family, for all they have and develop a sense of how fortunate they are in many respects of their life. Through books such as '**Stone Age Boy'** children will be grateful to our ancestors for what we have today. By comparing what they have to others, they will have a good understanding of the differences in people's lives and expectations.

DR ICE in Writing

When considering how to include DRICE principles in the teaching of writing, the following ideas can be used:

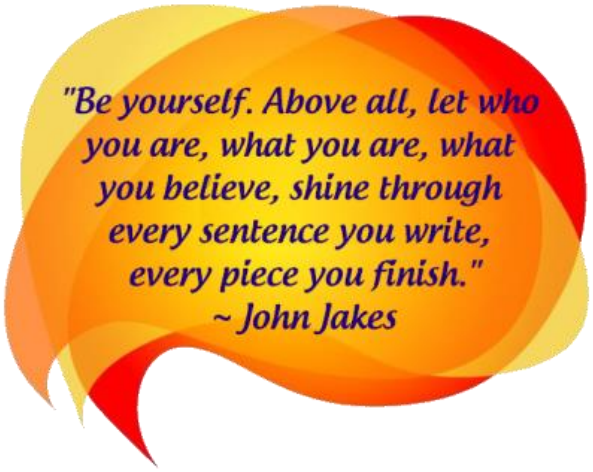
Deepening Thinking: *develop ideas which go beyond the initial idea, consider the use of questioning to deepen thinking, probing deeper into why children have used particular vocabulary or sentence structure. Use challenging texts, with ambitious vocabulary as a model. Ask children to explain their thoughts and opinions and choose the appropriate register.*

Role Modelling: *teachers can provide model texts; they can model writing during a shared writing session. Use ambitious vocabulary and model a variety of sentence structure and punctuation types.*

Impact on learning: *Monitor who is engaged and who is passive; use talking partners to draw children in, give thinking time and allow for children to gather their thoughts. Consider the use of your TA to support and challenge children. Use verbal and written responses to see who needs support and who can be further challenged.*

Challenge: *Set challenging tasks and ask challenging questions; know your children well enough to differentiate these activities. Consider strategies such as 'no hands up' to engage all children and not allow passivity. For higher achieving children, does their writing show flair and creativity and take the reader further?*

Engagement: *ensure the texts and stimuli used are engaging the children; make sure there is a range of writing purposes to appeal to all children; know which children write for pleasure and show a passion for writing and try to find ways to engage reluctant writers; allow many opportunities to display new skills and write for quality rather than quantity. Use displays, experiences and writing activities to delve deeper into the books and captivate the children.*



Early Writing

Children enter Reception with varying experiences and skills and it is therefore important to be aware of these previous experiences and build on a child's skills and what they know. All areas of learning contribute to a child's developing ability to write. The Reception learning environment, both indoor and outdoor, provides rich and varied opportunities for children to write and mark make. Development of fine and gross motor skills support children in their progress of the transcription aspect of writing. A combination of directed activities and continuous provision are carefully planned to ensure that all pupils are given a variety of opportunities to develop early writing and mark making skills. These activities include dough gym, pen disco, construction kits and using different resources to mark make. Letter formation is taught through Read Write Inc lessons and planned handwriting lessons each week. Communication and Language activities support children in developing composition skills for writing. We use 'talk to your partner' to share ideas and develop oracy skills. 'Hold a sentence' strategies are taught to ensure that children say a sentence before writing, hold it in their head and to keep reading back what they have written to ensure that it makes sense. Story maps are used to develop writing skills. Writing opportunities in role play give children a purpose for writing, which is real and of interest to them. This helps them to understand why learning to write is important and motivates them to write. We use rich, exciting books and texts of interest to the children to inspire them to write. Shared writing, I do, we do, you do, is used to model text composition. Adult directed writing activities are differentiated to meet the varying needs of all children and to ensure that they make progress in writing in line with their individual next step.

Drawing Club

In Reception we also use Drawing Club, which is an approach designed by Greg Bottrill that immerses children into a world full of imagination. It is through Drawing Club that we open up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and it even incorporates maths skills. Drawing Club is based upon the 3M principle: making conversation, mark making and mathematics. We use a book, traditional tale or an animation as a portal for the week, in fact, anything that might inspire a child's imagination.

Every day we have vocabulary time where we learn new words associated with our story of the week which stretches their vocabulary beyond the story. We then read our story twice, on Monday and Tuesday so that the children become familiar with the story if they haven`t heard it before. The next part of the session includes the drawing where we take an element of the book and draw something based on the days focus.

Pathways to Write

At St. Peter's we follow Pathways to Write. This is a mastery learning model built around high-quality texts, where key skills are taught and repeated and there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short burst writing with an extended written outcome built up by the end of each unit.

Within each year group, a range of genre are covered to ensure the breadth required by the National Curriculum is achieved. These are both non-fiction and fiction. We have also selected a unit for each year group which starts with a focus on Black Lives Matter and ends with Shakespeare.

Planning within the units follows the sequence below:

- **Session 1: Gateway**
  This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of *Gateway* skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use *Gateways keys*, these should be built into the planning of the unit to ensure more personalised learning.
- **Sessions 2-11: Pathway**
  In this section, the *Mastery* skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.
- **Sessions 12-15: Writeway**
  This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support re- telling has been included. If the outcome is a non-fiction text, then a model will be available in the resource section. Two sessions have been allocated for the writing of the text in the *Writeaway*, but this may be extended depending on the year group and what is being written. Suggestions have been made as to how this could be structured but it needs to be responsive to pupils' needs. Within the *Writeaway*, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

Writing for a Purpose

At St. Peter's we ensure that our Pathways to Write units involve, 'Writing for a Purpose.' This means that we can focus on what genres and text types have in common and what the author of a particular text was intending when they wrote and how they wanted the reader to feel when reading. There are four main purposes for writing:









- Writing to entertain - achieved by texts such as stories, narratives, descriptions, poems and play scripts.
- Writing to inform - achieved by texts such as news articles, fact-files, recounts, biographies and instructions.
- Writing to persuade - achieved by texts such as speeches, letters, adverts and posters.
- Writing to discuss - achieved by texts such as arguments, poetry, or journals.

Our writers will also show the purpose of their writing through their language choices devices and features, grammar skills, genre conventions and presentation styles.

Vocabulary

At St Peter's, vocabulary is an essential part of the writing process. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision. We encourage the use of mature, quality vocabulary using many methods for example: displaying fascinating, unfamiliar and interesting words; collecting words from the texts that we read, discussing the use of vocabulary within writing lessons and by exploring morphology.
We also recognise that some of our children's language development and vocabulary growth will come from sources other than direct teaching: the conversations they have with their families and their peers, and with adults at school, and through the books they read and those that are read to them.

The Writing Hook

During our English lessons, the use of quality texts, exciting media hooks and WAGOLLs are used to excite the children and engage them in their learning. This then allows staff to follow a learning journey process which involves focusing on speaking and listening, genre and grammar skills, vocabulary and spelling work. Shared and modelled writing is used to illustrate the features of a text and allows the children to practice and experience the process together before moving onto their independent work. This is often followed by a process of editing, up-levelling and presenting their work.

Cross-curricular links

We use a broad and balanced curriculum to further embed, extend and develop the writing skills of our pupils at St Peters. Cross curricular writing provides the perfect opportunity for children to write for a purpose and to polish the language structures, vocabulary and knowledge they have been learning. By ensuring that children have the opportunity to write securely in subjects other than English we aim to allow them to reason like a scientist, show empathy to a World War One soldier and produce a non-chronological report in the style of David Attenborough.

Spelling

EYFS, Y1 and pupils accessing Read Write Inc lessons have a daily spelling lesson related to the Speed Sounds they have been learning. High frequency 'Red Words' are taught through the hold a sentence and writing activities.

As a school we use Pathways to Spell, this is a programme linked to the work we do in Pathways to Write that provides clear progression in the teaching of spelling from year 1 to year 6. Each class has a taught session once a week and then the opportunity to do a follow up activity using programs like Purple Mash and Learn By Questions.

Handwriting

Fine and gross motor activities in EYFS develop the strength in a child's hand in preparation for developing handwriting skills. Children are taught the correct sitting position and use triangular grip pencils in EYFS and Y1 to ensure that they develop an effective tripod grip for writing. Following on from the introduction of handwriting in EYFS and KS1 through Read Write Inc, the teaching of handwriting is continued using the Letter-Join program, which is a whole school handwriting scheme where we use a combination of traditional and digital resources to teach the children to be fluent in their writing and produce a neat, joined style.

Regular practice is undertaken at the beginning of English lessons in order to encourage the continuation of good practice within that lesson.

Inclusion

We know children develop as writers at different rates and we support all children on this journey. Our writing lessons are designed with learning needs and differences in mind therefore a variety of scaffolds for writing can be used at various points within the writing journey to support those who may need help with structuring their work. Special pencils and grips are provided for pupils who continue to struggle with an effective pencil grip in KS2. Where necessary, we integrate technology into lessons so those children who have specific fine motor control difficulties or those with a processing need or dyslexia can present their work using a laptop or iPad. On occasions, children may work in groups with children of a similar ability to ensure their teaching is more focused and they can concentrate on a specific skill, this includes those children who may be working towards the greater depth standard. Our classroom environments also act as a support system for all children as they have free access to word and vocabulary support, dictionaries and thesauruses.

Diversity through Writing

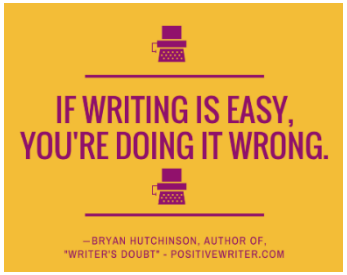
Our writing curriculum includes using a variety of texts and moments in history which reflect the diverse society we live in, for example, looking at a biography focusing on the journey of Matthew Henson as he became the first black man to reach the North Pole. When writing about a person or event we encourage the children to write with a reference to the difficulties overcome and a recognition that they have made a positive difference to society. We educate the children on appropriate language and terminology with an understanding that these are in a constant state of change and what may have been considered acceptable a few years ago may be considered by some as unacceptable today.

Progression and Assessment in writing

Teachers are continually assessing children's writing ability during writing lessons and activities. Writing can be assessed based on a whole piece or when looking if a specific skill, which has been taught, is being used correctly. They use their observations when completing a shared piece, planning a piece of writing or reading a piece a child has completed to assess them against a range of formative assessment objectives. These assessments inform next steps of teaching and learning and are recorded on Arbor to track the children carefully throughout the year. We also do a variety of summative assessments where children complete a totally independent piece of writing to be assessed against the objectives highlighted within the National Curriculum. Children in years 2

and 6 also have their work compared against the Interim Writing Framework which was introduced in 2016. Staff take part in whole school moderation and the year 2 and 6 teachers also attend cluster and LEA moderation meetings.

As the children move up the school, they are also taught how to self-assess their work against the given basic skills and previously taught skills using a given success criteria. This helps them to reflect on their own writing and edit and improve their work independently. The class teacher then highlights the success criteria to again encourage the children to look at what they are doing well and what they need to continue working on.



Writing at St. Peter's Smithills Dean Primary School

Our Writing curriculum is based on the National Curriculum which states:

Writing

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

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

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

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

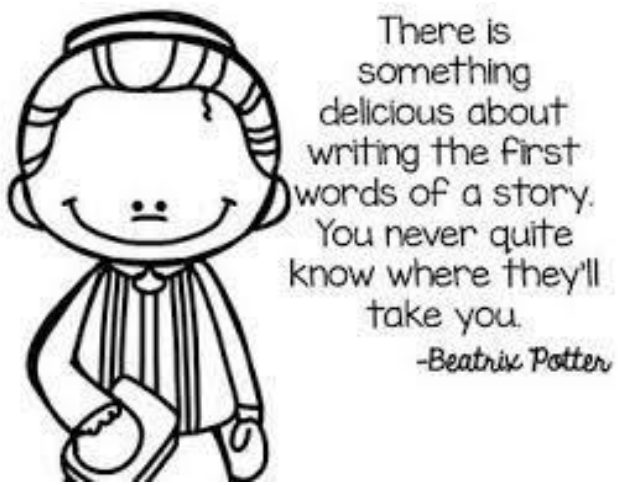
Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

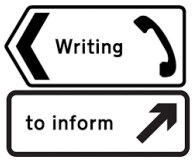


Long Term Plans

<table>
<tr><td></td><td colspan="6">Pathways to Poetry
<u>Year 1</u>
Autumn: There are no such things as monster! By Roger Stevens
Outcome: To create and describe new monsters to add to the model poem
Summer: At the zoo by W.M. Thackery
Outcome: To add their own items to a list poem about a visit to a museum</td></tr>
<tr><td>Year 1</td>
<td><u>Pathways to Write text:</u>


Meesha Makes Friends by Tom Percival
<u>Writing Outcome:</u>
Write a diary entry in the first person

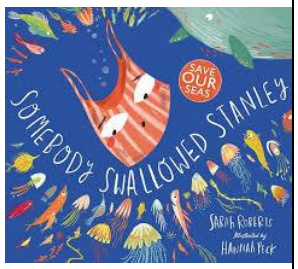
</td>
<td><u>Pathways to Write text:</u>

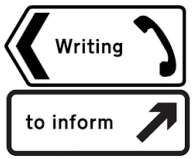

Katie in London by James Mayhew
<u>Writing Outcome:</u>
To write a non-chronological report.

</td>
<td><u>Pathways to Write text:</u>


Grandpa's Gift by Fiona Lumbers
<u>Writing Outcome:</u>
To write a story about a character

</td>
<td><u>Pathways to Write</u>

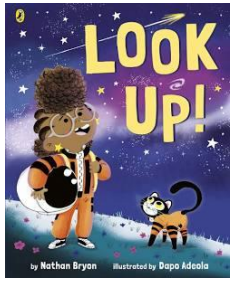
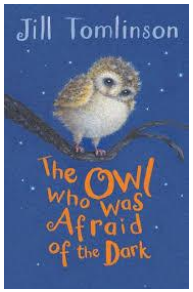
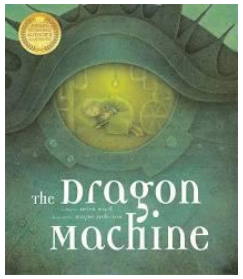
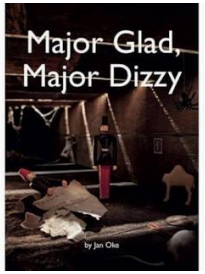
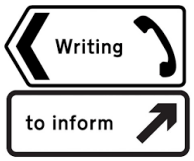
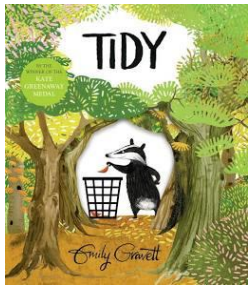
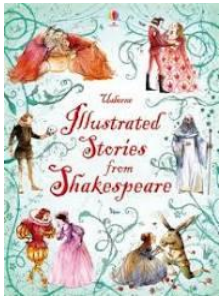

Lost and Found by Oliver Jeffers
<u>Writing Outcome:</u>
To create an adventure story

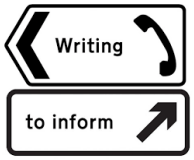
</td>
<td><u>Pathways to Write</u>


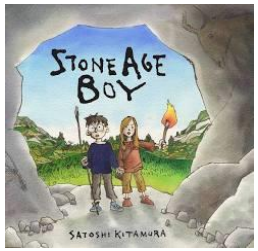
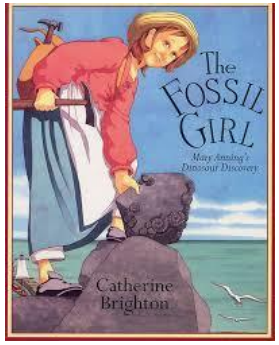
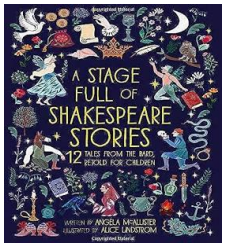
<u>text:</u>
Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck
<u>Writing Outcome:</u>
Non-fiction – write information about sea animals.

</td>
<td><u>Pathways to Write text:</u>

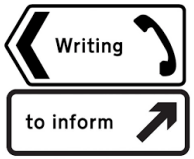
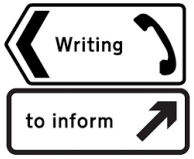
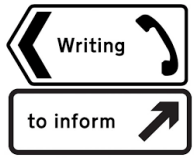

A Midsummer Night's Dream Adapted by Brooke Jordan
<u>Writing Outcome:</u>
To write a character description.

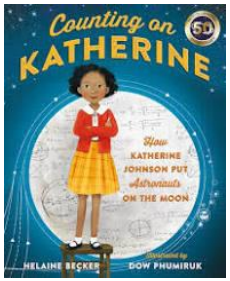
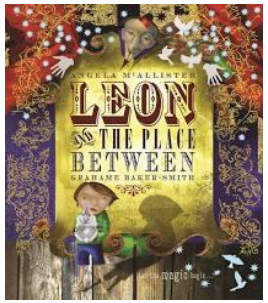
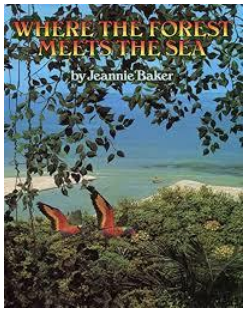
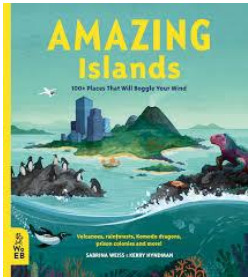
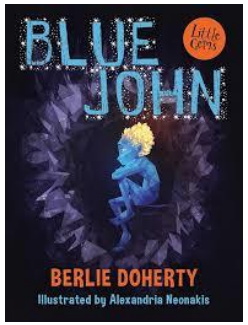
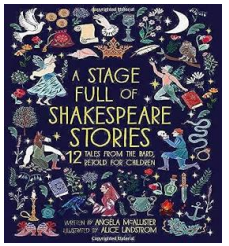
</td></tr>
</table>

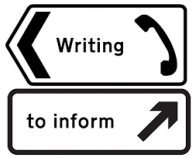
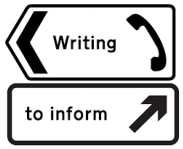
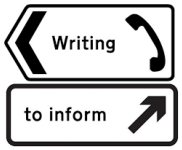
	Pathways to Poetry **Year 2** **Autumn:** Zebra Question by Shel Silverstein **Outcome:** To write a riddle and a list poem about themselves. **Summer:** Night sounds by Berlie Doherty **Outcome:** To write a night sounds poem of their own based on Berlie Doherty's.					
Year 2	**Pathways to Write text:**  Look Up! by Nathan Bryon **Writing Outcome:** Recount work – to write a diary entry.  	**Pathways to Write text:**  The Owl Who Was Afraid of the Dark by Jill Tomlinson. **Writing Outcome:** To write a fact sheet about owls using information gathered from the text.	**Pathways to Write text:**  The Dragon Machine by Helen Ward. **Writing Outcome:** To write a story based on the model text using own ideas for a change of character and machine.  	**Pathways to Write text:**  Major Glad, Major Dizzy by Jan Oke. **Writing Outcome:** To write a recount.  	**Pathways to Write text:**  Tidy by Emily Gravett **Writing Outcome:** Persuasion – to write a letter in role  	**Pathways to Write text:**  Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens. **Writing Outcome:** To retell an abridged and adapted version. 

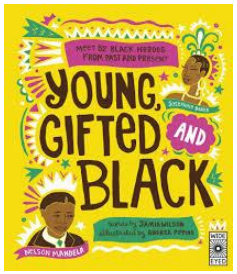
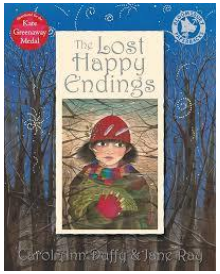
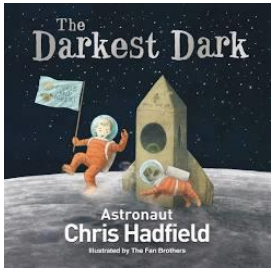
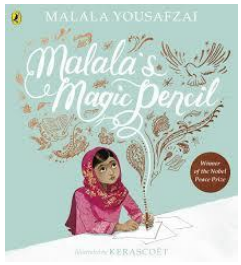
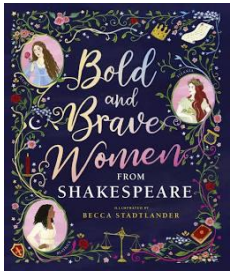
						

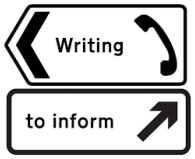
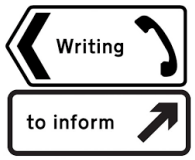
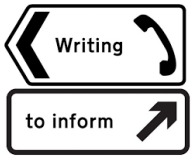
	Pathways to Poetry **Year 3** **Autumn:** The River's Tale by Rudyard Kipling **Outcome:** To write an illustrated descriptive poem about the river in the Stone Age. **Summer:** Apes to Zebras **Outcome:** To write a concrete poem about a giraffe.					
Year 3	**Pathways to Write text:**  Coming to England by Floella Benjamin **Writing Outcome:** Recount: Write a letter in role recounting events of the story.	**Pathways to Write text:**  Winter's Child by Angela McAllister. **Writing Outcome:** To write a fantasy story based on a fable.	**Pathways to Write text:**  Stone Age Boys by Satoshi Kitamura **Writing Outcome:** Write the story from the point of view of the boy.	**Pathways to Write**  The Fossil Girl by Catherine Brighton **Writing Outcome:** To write a journal.	**Pathways to Write text:**  Amazing Rivers by Julie Vosburgh **Writing Outcome:** To write an information board to persuade people	**Pathways to Write text:**  A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice) **Writing Outcome:**

					to take care of rivers. 	To write a guide 

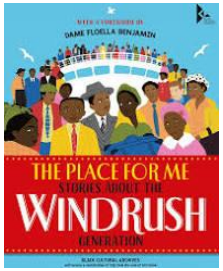
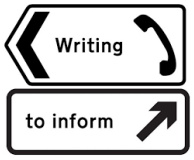
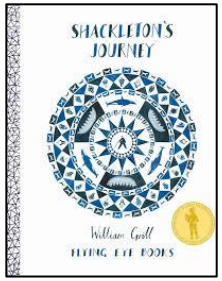
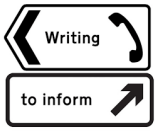
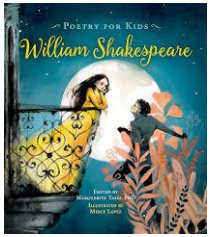
	Pathways to Poetry **Year 4** **Autumn:** The Lost Property Office by Roger McGough **Outcome:** To write and perform group list poem. **Summer:** Windrush Child by John Agard **Outcome:** To write a free verse, personal narrative poem based on the structure of Windrush Child describing what it feels like to leave and go to a new place.					
Year 4	**Pathways to Write text:**  Counting on Katherine by Helaine Becker **Writing Outcome:**	**Pathways to Write text:**  Leon and the Place Between by Grahame Baker and Angela McAllister.	**Pathways to Write text:**  Where the Forest Meets the Sea by Jeannie Baker	**Pathways to Write text:**  Amazing Islands by Sabrina Weiss **Writing Outcomes:**	**Pathways to Write text:**  Blue John by Berlie Doherty	**Pathways to Write text:**  A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)

	To write a fact file 	**Writing Outcome:** To write Leon's secret diary about what really happened in the 'place between.' 	**Writing Outcome:** Non-chronological report – write an information board for a rainforest exhibit. 	To write an adventure story. 	**Writing Outcome:** Explanation– to write a letter in role as a caving expert. 	**Writing Outcome:** To write a playscript for a part of the story. 

	Pathways to Poetry **Year 5** **Autumn:** The Moon **Outcome:** To write their own poem about the moon using a range of techniques. **Summer:** Animals of Africa **Outcome:** To write a fun poem about an African animal using puns and wordplay**.**					
Year 5	**Pathways to Write text:**  Young, gifted and Black by Jamia	**Pathways to Write text:** 	**Pathways to Write text:**  The Darkest Dark by Chris Hadfield.	**Pathways to Write:**  Malala's Magic Pencil by Malala Yousafzai.	**Pathways to Write text:**  The Brilliant Deep by Kate Messner	**Pathways to Write text:**  Bold and Brave women from Shakespeare by

	Wilson and Race to the frozen north by Catherine Johnson. **<u>Writing Outcome:</u>** To write a series of diary entries. 	The Lost Happy Endings by Carol Ann Duffy. **<u>Writing outcome:</u>** To write a traditional tale focusing on setting, characters and an alternative ending**.** 	**<u>Writing Outcome:</u>** To write a formal biography. 	**<u>Writing Outcome:</u>** To write an autobiography. 	and Coral Reefs by Jason Chin **<u>Writing Outcome:</u>** To write an information text to persuade others to look after the coral reefs. 	Shakespeare Birthplace Trust. **<u>Writing Outcome:</u>** Write and perform a soliloquy 

	Pathways to Poetry **<u>Year 6</u>** **Autumn:** A Tiger in the Zoo by Leslie Norris **Outcome:** To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or captivity **Summer:** The Sea by James Reeves **Outcome:** To write a narrative poem about a journey across the sea using personification

Year 6	**Pathways to Write text:**  The Place for me: Stories about the Windrush generation by Floella Benjamin **Writing Outcome:** To write an information text.  	**Pathways to Write text:**  King Kong by Anthony Browne. **Writing Outcome:** To write an action-packed story ending.  	**Pathways to Write text:**  Shackleton's Journey by William Grill **Writing Outcome:** To write an entry for Shackleton's Journal giving a narrative account of a significant event.  	**Pathways to Write text:**  Manfish by Jennifer Berne. **Writing Outcome:** Recount, write a biography of Jacques Cousteau & story writing.  	**Pathways to Write text:**  Plastic Planet by Georgia Amson-Bradshaw, Greta's story: The school girl who went on strike to save the planet by Valentina Camerini. **Writing outcome:** To write a persuasive speech.  	**Pathways to Write text:**  Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela Mc Allister. **Writing Outcome:** To write a sonnet. 

Pathways to Writing – Year 1 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts Meesha Makes Friends by Tom Percival	**Texts** Katie in London by James Mayhew	**Texts** Grandpa's Gift by Fiona Lumbers	**Texts** Lost and Found by Oliver Jeffers	**Texts** Somebody Swallowed Stanley by Sarah Roberts	**Texts** William Shakespeare A Midsummer Night's Dream. Text adapted by Broke Jorden
Writing Outcome To write a diary entry in the first person (Meesha) based on events in the story	**Writing Outcome** To write a non-chronological report about London using information gathered from the text	**Writing Outcome** To write a story about a character who finds magic in everyday things based on the structure of the text	**Writing Outcome** To orally retell a section of the story of 'Lost and Found' using key vocabulary from the text	**Writing Outcome** To write information about the sea animals in the texts	**Writing Outcome** To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower
Spoken language • Listen and respond • Build vocabulary • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Build vocabulary • Ask relevant questions • Listen and respond • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Participate in discussions, presentations, performances, role play, improvisations and debates • Build vocabulary • Listen and respond • Ask relevant questions.
Reading Comprehension • Retell stories and consider their characteristics	**Reading Comprehension** • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that	**Reading Comprehension** • Predict what might happen on the basis of what has been read so far	**Reading Comprehension** • Retell stories and consider their particular characteristics	**Reading Comprehension** • Learn to appreciate rhymes and poems • Discuss word meanings, linking new	**Reading Comprehension** • Become familiar with key stories, fairy tales and traditional tales • Retell stories and consider their

• Make inferences on the basis of what is being said and done • Discuss the significance of the title and events • Discuss word meanings, linking new meanings to those already known • Predict what might happen on the basis of what has been read so far • Participate in discussions about what has been read to them.	at which they read independently • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them.	• Link what is read or heard to own experiences • Retell stories and consider their particular characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Explain clearly their understanding of what is read to them.	• Discuss words meanings. Linking new meanings to those already known • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them.	meanings to those already known • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussions about what has been read to them • Explain clearly an understanding of what has been read to them.	particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them.
Writing Composition • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher of other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher.	**Writing Composition** • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	**Writing Composition** • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check it makes sense • Spell words containing phonemes already taught • Spell common exception words.	**Writing Composition** • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	**Writing Composition** • Say out loud what is going to be written about • Sequence sentences to form short narratives • Re-read what they have written and check it makes sense • Discuss what has been written with the teacher or other pupils • Spell words containing phonemes already taught	**Writing Composition** • Re-read what they have written and check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher • Spell words containing phonemes already taught

				• Spell common exception words.	• Spell common exception words.
Mastery Keys & Punctuation • Combine words to make sentences • Leave spaces between words • Begin to use capital letters and full stops • Use capital letters for names of people and the personal pronoun 'I'.	**Mastery Keys & Punctuation** • Use coordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list.	**Mastery Keys & Punctuation** • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks • Join words and clauses using and • Some accurate use of the prefix un • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est.	**Mastery Keys & Punctuation** • Combine words to make sentences • Leave spaces between words • Begin to use capital letters and full stops • Use capital letters for names of people and the personal pronoun 'I'.	**Mastery Keys & Punctuation** • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est • Change the meaning of verbs and adjectives by adding the prefix -un.	**Mastery Keys & Punctuation** • Join words and clauses using and • Use simple description • Sequence sentences to form short narratives • Use capital letters for names of people and places • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.

Pathways to Poetry – Year 1 Overview: Poetry keys, writing composition and spoken language.

Autumn	Summer
There are no Such Things as Monsters by Roger Stevens	**At the zoo by W.M. Thackeray** **Off by heart by R Steven**
Outcome: Descriptive poem based on a model	**Outcome:** List poem
Poetry Keys Create imaginative ideas List words and phrases Use simple language patterns e.g. repetition and rhyme	**Poetry Keys** Play with words e.g. onomatopoeia, rhyme List words and phrases Use simple language patterns e.g. repetition and rhyme
Writing Composition Say out loud what is going to be written about Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and teacher	**Writing Composition** Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils

Reading Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense	**Reading** Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart
Spoken language Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	**Spoken language** Listen and respond Build vocabulary Speak audibly and fluently Select and use appropriate registers for effective communication

Pathways to Writing – Year 2 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts Look Up! by Nathan Bryon	**Texts** The Owl Who was Afraid of the Dark by Jill Tomlinson	**Texts** The Dragon Machine by Helen ward	**Texts** Major Glad, Major Dizzy by Jan Oke	**Texts** Tidy by Emily Gravett	**Texts** Usborne Young Reading – The Tempest retold by Rosie Dickins
Writing Outcome To write a diary entry about a space flight	**Writing Outcome** To write a fact sheet about owls using information gathered from the text	**Writing Outcome** To write a story based upon the modal text using their own ideas for a change of character and machine	**Writing Outcome** To write a recount of historical events from the text from major Glad's point of view	**Writing Outcome** To write a persuasive letter in role as Pete	**Writing Outcome** To retell an abridged and adapted version of the story in the role as narrator
Spoken language • Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives	**Spoken language** • Build vocabulary • Ask relevant questions • Listen and respond • Maintain attention and participate actively in	**Spoken language** • Build vocabulary • Ask relevant questions • Articulate and justify answers • Use spoken language: speculating, hypothesising,	**Spoken language** • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role	**Spoken language** • Maintain attention and participate in collaborative conversations • Articulate and justify answers	**Spoken language** • Participate in discussions, presentations, performances, role play, improvisations and debates

• Participate in discussions, presentations, performances, role play, improvisations and debates.	collaborative conversations.	imagining and exploring ideas.	play, improvisations and debates.	• Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates.	• Give well-structured description, explanations and narratives • Listen and respond • Ask relevant questions.
Reading Comprehension • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussions about books, poems and other works • Explain and discuss their understanding of books, poems and other material.	**Reading Comprehension** • Discuss the sequence of events in books and how items of information are related • Read non-fiction books that are structured in different ways • Draw on what is already known or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Ask and answer questions • Participate in discussions about books, poems and other works • Explain and discuss their understanding of books, poems and other material.	**Reading Comprehension** • Predict what might happen on the basis of what has been read so far • Check the text makes sense • Make inferences on the basis of what is being said and done • Answer and ask questions.	**Reading Comprehension** • Read non-fiction books that are structured in different ways • Discuss and clarify the meaning of words • Ask and answer questions • Predict what might happen on the basis of what has been read so far • Explain and discuss their understanding about books, poems and other material.	**Reading Comprehension** • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently • Discuss the sequence of events in books and how items of information are related • Draw on what is already known and on background information and vocabulary provided by the teacher • Predict what might happen on the basis of what has been read so far.	**Reading Comprehension** • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Ask and answer questions • Predict what might happen on the basis of what has been read so far • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.
Writing Composition	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**

• Write narratives about personal experiences and those of others (real and fictional) • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used consistently and correctly • Plan or say out loud what is going to be written about.	• Write for different purposes • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Proof-read for spelling and punctuation errors • Read aloud own with intonation.	• Plan or say out loud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read for spelling and punctuation errors • Read aloud own with intonation.	• Write narratives about personal experiences and those of others (real or fictional) • Write poetry • Plan or say out loud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Proofread for spelling, grammar and punctuation errors.	• Write narratives about personal experiences and those of others (real or fictional) • Write about real events • Write for different purposes • Plan or say out loud what is going to be written about • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Proofread to check for errors in spelling, grammar and punctuation • Re-read to check their writing makes sense.	• Write poetry • Make simple additions, revisions and correction • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Write for different purposes • Proofread to check errors in spelling, grammar and punctuation.
Mastery Keys & Punctuation • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and).	**Mastery Keys & Punctuation** • Use coordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list.	**Mastery Keys & Punctuation** • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive)	**Mastery Keys & Punctuation** • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when and introduce that) • Use punctuation correctly – introduce	**Mastery Keys & Punctuation** • Use subordination • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms.	**Mastery Keys & Punctuation** • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including

		• Use punctuation correctly – exclamation marks, question marks.	apostrophe for the possessive (singular).		the progressive and present perfect forms.

Pathways to Poetry – Year 2 Overview: Poetry keys, writing composition and spoken language.

Autumn	Summer
Zebra Question by Shel Silverstein Ten Things Found in a Shipwrecked Sailor's Pocket by Ian McMillan A Menagerie of Animals by A.F. Harrold	**Night Sounds by Berlie Doherty** Questions at Night by Louis Untermeyer
Outcome: Write a riddle and a list poem about themselves	**Outcome:** Senses Poem
Poetry Keys Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	**Poetry Keys** Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases
Writing Composition Write poetry Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Proofread to check for errors in spelling, grammar and punctuation.	**Writing Composition** Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation
Reading Listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that which can be read independently Make inferences on the basis of what is being said and done Answer and ask questions Participate in discussion about books, poems and other works	**Reading** Continue to build a repertoire of poems learnt by heart Answer and ask questions Participate in discussions about books, poems and other works Explain and discuss understanding of books, poems and other material.
Spoken language Listen and respond Build vocabulary Speak audibly and fluently Articulate and justify answers	**Spoken language** Listen and respond Build vocabulary Speak audibly and fluently Participate in performances

Pathways to Writing – Year 3 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts Coming to England by Floella Benjamin	**Texts** Winter's Child by Angela McAllister	**Texts** Stone Age Boy by Satoshi Kitamura	**Texts** The Fossil Girl by Catherine Brighton	**Texts** Amazing Rivers by Julie Vosburgh Agnone and Kerry Hyndman	**Texts** A Stage Full of Shakespeare Stories by Angela McAllister. The Merchant of Venice
Writing Outcome To write letters from Floella to her grandmother telling her about settling into life in the UK.	**Writing Outcome** To write a fantasy story based on a fable	**Writing Outcome** To write a story from the point of view of the boy	**Writing Outcome** To write Mary Anning's fossil journey to describe the events of her finding the first Ichthyosaur	**Writing Outcome** To write the text for an information board, designed to give visitors information and persuade them to look after our waterways	**Writing Outcome** Plan and write a guide for visiting the Globe Theatre in London
Spoken language • Articulate and justify answers • Ask relevant questions • Build vocabulary • Consider and evaluate different viewpoints • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Build vocabulary • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints.	**Spoken language** • Build vocabulary • Listen and respond • Articulate and justify answers • Participate in discussion, presentations, performances, role play, improvisation and debates.	**Spoken language** • Articulate and justify answers • Listen and respond • Articulate and justify answers • Build vocabulary • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently.	**Spoken language** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Ask relevant questions • Listen and respond • Articulate and justify answers • Speak audibly and fluently.	**Spoken language** • Participate in discussions, presentations, performances, role play, improvisations and debates • Speak audibly and fluently with an increasing command of Standard English • Ask relevant questions • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating

					and responding to comments • Build vocabulary • Consider and evaluate different viewpoints.
Reading Comprehension • Draw inferences • Use dictionaries to check the meaning of words • Ask questions to improve understanding of a text • Predict from details stated and implied • Discuss words and phrases that capture the reader's interest and imagination • Check text makes sense.	**Reading Comprehension** • Draw inferences and justify with evidence • Use dictionaries to check the meaning of words • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Predict from details stated and implied • Explain meaning of words in context.	**Reading Comprehension** • Use dictionaries to check the meaning of words • Explain meaning of words in context • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Read for a range of purposes • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Predict from details stated and implied • Listen to and discuss a wide range of texts • Discuss words and phrases that capture the reader's interest and imagination • Check text makes sense • Retrieve and record information from noon-fiction.	**Reading Comprehension** • Listen to and discuss a wide range of texts • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Draw inferences and justify with evidence • Predict from details stated and implied • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Prepare poems and playscripts to read aloud and perform • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Retrieve and record information from. non-fiction.
Writing Composition • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures	**Writing Composition** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build a rich and varied vocabulary • Assess the effectiveness of own and others' writing	**Writing Composition** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • In narratives, create settings, characters and plot • Use headings and sub-headings to aid presentation • Group related ideas into paragraphs	**Writing Composition** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Propose changes to vocabulary and grammar to improve consistency including the accurate use of pronouns in sentences • Discuss and record ideas	**Writing Composition** • Discuss and record ideas • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency	**Writing Composition** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency

• In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Use the first two or three letters of a word to check it in a dictionary • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Propose changes to grammar and vocabulary to improve consistency	• Proofread for spelling and punctuation errors • Compose and rehearse sentences orally • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Proofread for spelling and punctuation errors.	• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Mastery Keys & Punctuation • Group related ideas into paragraphs • Build a rich and varied vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech.	**Mastery Keys & Punctuation** • Use Conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create characters, settings and plot • Use inverted commas to punctuate direct speech.	**Mastery Keys & Punctuation** • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use paragraphs to organise information and ideas around a theme • Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular • Recognise the grammatical difference between	**Mastery Keys & Punctuation** • Build an increasing range of sentence structures • Use adverbs to express time, place and cause • Use sub-headings to aid presentation • Assess the effectiveness of own and others' writing.	**Mastery Keys & Punctuation** • Use a or an according to whether the next word begins with a vowel or consonant • Use prepositions, conjunctions and adverbs to express time, place and cause • Group related ideas into paragraphs • Use the present perfect form of verbs in contrast to the past tense.	**Mastery Keys & Punctuation** • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive and present perfect forms.

		plural and possessive ‘s’.			

Pathways to Poetry – Year 3 Overview: Poetry keys, writing composition and spoken language.

Autumn	Summer
The River’s Tale extract by Rudyard Kipling	**Apes to Zebras** Various animal poems from the above text The Shape I’m In by James Carter
Outcome: To write an illustrated, descriptive poem about the river in stone age	**Outcome:** Shape Poems
Poetry Keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and use simple forms	**Poetry Keys** Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration, repetition and rhyme
Writing Composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proofread for spelling and punctuation errors	**Writing Composition** Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and other’s writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so meaning is clear.
Reading Use dictionaries to check the meaning of words Discuss words and phrases that capture the readers interest and imagination Recognise different forms of poetry Explain meaning of words in context Ask questions to improve understanding of a text	**Reading** Listen to and discuss a wide range of texts Identify themes and conventions Discuss words and phrases that capture the reader’s interest and imagination Prepare poems and play scripts to read aloud and to perform Identify how language, structure and presentation contribute to meaning
Spoken language Listen and respond	**Spoken language** Listen and respond

Build vocabulary Ask relevant questions Participate in discussions, presentations, performances, role play, improvisations and debates	Build vocabulary Speak audibly and fluently Ask relevant questions Consider and evaluate different viewpoints

Pathways to Writing – Year 4 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts Counting on Catherine by Helaine Becker	**Texts** Leon and the Place Between by Grahame Baker and Angela McAllister	**Texts** Where the forest meets the sea by Jeannie Baker	**Texts** Amazing Islands by Sabrina Weiss	**Texts** Blue John by Berlie Doherty	**Texts** A Stage Full of Shakespeare Stories by Angela McAllister
Writing Outcome To write a fact file	**Writing Outcome** To write Leon's secret diary about what really happened in the 'place between'	**Writing Outcome** To write an information board for a rainforest exhibit (non-chronological report)	**Writing Outcome** To write an adventure story	**Writing Outcome** To write a persuasive explanation (a letter in role as a caving expert)	**Writing Outcome** To write a play script for a part of the story
Spoken language • Articulate and justify answers • Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Participate in discussions, presentations,	**Spoken language** • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Use standard English • Participate in discussions,	**Spoken language** • Build vocabulary • Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Gain, maintain and monitor the interest of the listener	**Spoken language** • Articulate and justify answers • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates.	**Spoken language** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Ask relevant questions • Speak audibly and fluently • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role	**Spoken language** • Participate in discussions, presentations, performances, role play, improvisations and debates • Speak audibly and fluently • Ask relevant questions • Articulate and justify answers.

performances, role play, improvisations and debates.	presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints.	• Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication.		play, improvisations and debates.	
Reading Comprehension • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Explain meaning of words in context • Ask questions to improve understanding of a text • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise • Retrieve and record information from non-fiction • Provide reasoned justifications for views.	**Reading Comprehension** • Draw inferences and justify with evidence • Read for a range of purposes • Discuss words and phrases that capture the reader's interest and imagination • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise.	**Reading Comprehension** • Use dictionaries to check the meaning of words • Explain meaning of words in context • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Predict from details stated and implied • Identify and discuss themes and conventions • Check text makes sense • Identify main ideas drawn from more than one paragraph and summarise • Participate in discussions about books.	**Reading Comprehension** • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Draw inferences and justify with evidence • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Identify and discuss themes and conventions • Explain meaning of words in context • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from. non-fiction • Discuss words and phrases that capture the reader's interest and imagination.
Writing Composition	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**

• Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors.	• Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Plan writing by discussing the structure, vocabulary and grammar of similar writing • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Propose changes to vocabulary and grammar to improve consistency including the accurate use of pronouns in sentences • Discuss and record ideas.	• Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Proofread for spelling and punctuation errors.	• Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing.
Mastery Keys & Punctuation • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Use fronted adverbials • Use commas after fronted adverbials • Use paragraphs to organise information and ideas around a theme (to organise and sequence more	**Mastery Keys & Punctuation** • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Indicate possession by using the possessive apostrophe with plural nouns	**Mastery Keys & Punctuation** • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use paragraphs to organise information and ideas around a theme	**Mastery Keys & Punctuation** • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direst speech	**Mastery Keys & Punctuation** • Build a rich and varied vocabulary and an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information	**Mastery Keys & Punctuation** • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Organise paragraphs around a theme • Build a varied and rich vocabulary • Variety of verb forms used correctly and consistently including the progressive and

extended narrative structures) • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	• Recognise the difference between plural and possessive 's' • Build a varied and rich vocabulary.	• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular • Recognise the grammatical difference between plural and possessive 's'.	• Use commas after fronted adverbials.	and ideas around a theme.	the present perfect forms • Use adverbs to indicate degrees of possibility • Use a wider range of devices to build cohesion across paragraphs • Link ideas using tense choices.

Pathways to Poetry – Year 4 Overview: Poetry keys, writing composition and spoken language.

Autumn	Summer
The Lost Property Office by Roger McGough Words are ours by Michale Rosen	**Windrush Child by John Agard** December by Valerie Bloom
Outcome: List Poem	**Outcome:** free verse, personal narrative poem
Poetry Keys Use language with increasing effect: choices f nouns, adjectives, adverbs and verbs; alliteration, hyperbole. Create own repeating patterns and experiment with simple forms	**Poetry Keys** Use increasingly effective similes to create imagery Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs; alliteration and hyperbole
Writing Composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	**Writing Composition** Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Reading Use dictionaries to check the meaning of words	**Reading** Use dictionaries to check the meaning of words

Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Prepare poems and plays to read aloud and to perform Explain meaning of words in context Ask questions to improve understanding of a text	Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Prepare poems and plays to read aloud and to perform Explain meaning of words in context Ask questions to improve understanding of a text
Spoken language Build vocabulary Gain, maintain and monitor the interest of the listener Select and use appropriate registers for effective communication.	**Spoken language** Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Gain, maintain and monitor the interests of the listener Select and use appropriate registers for effective communication.

Pathways to Writing – Year 5 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts Young, gifted and black by Jamia Wilson and Race to the Frozen North by Catherine Johnson	**Texts** The Lost Happy Endings by Carol Ann Duffy.	**Texts** The Darkest Dark by Chris Hadfield.	**Texts** Malala's Magic Pencil by Malala Yousafzai and For the Right to Learn – Malala Yousafzai's Story by Rebecca Langston-George	**Texts** The Brilliant Deep by Kate Messner and Coral Reefs by Jason Chin	**Texts** Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust and A Stage Full of Shakespeare Stories by Angela McAllister
Writing Outcome To write a series of diary entries	**Writing Outcome** To write a traditional tale focusing on describing settings, characters and an alternative ending.	**Writing Outcome** To write a formal biography about Chris Hadfield.	**Writing Outcome** To write an autobiography about Malala's life	**Writing Outcome** To write a persuasive piece	**Writing Outcome** To write and perform a soliloquy in role as one of Shakespeare's bold and brave characters
Speaking and Listening • Articulate and justify answers • Give well-structured descriptions, explanations and narratives	**Speaking and Listening** • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives	**Speaking and Listening** • Articulate and justify answers • Maintain attention and participate actively in	**Spoken language** • Articulate and justify answers • Listen and respond • Ask relevant questions • Maintain attention and participate	**Spoken language** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Use standard English	**Spoken language** • Participate in discussions, presentations, performances, role play, improvisations and debates

• Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate	• Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate	collaborative conversations • Speak audibly and fluently • Use standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication.	accurately in collaborative conversations • Participate in discussions, presentations, performances, role play, improvisations and debates • Choose the appropriate register.	• Speak audibly and fluently • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication.	• Consider and evaluate different viewpoints, attending to and building on the contribution of others • Speak audibly and fluently.
Reading Comprehension • Draw inferences and justify with evidence. • Predict from details stated and implied. • Summarise main ideas, identifying key details. • Identify how language, structure and presentation contribute to meaning. • Evaluate authors' language choice. • Distinguish between fact and opinion • Provide reasoned justifications for views.	**Reading Comprehension** • Draw inferences and justify with evidence. • Identify and discuss themes and conventions • Predict from details stated and implied. • Summarise main ideas, identifying key details. • Identify how language, structure and presentation contribute to meaning. • Evaluate authors' language choice.	**Reading Comprehension** • Draw inferences and justify with evidence. • Predict from details stated and implied. • Summarise main ideas, identifying key details. • Identify how language, structure and presentation contribute to meaning. • Evaluate authors' language choice. • Distinguish between fact and opinion. • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence. • Predict from details stated and implied. • Identify and discuss themes and conventions • Predict from details stated and implied • Retrieve, record and present information from non-fiction • Participate in discussions about books.	**Reading Comprehension** • Check sense, discuss understanding and explore meaning of words in context • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Distinguish between fact and opinion • Provide reasoned justifications for views.	**Reading Comprehension** • Draw inferences and justify with evidence. • Identify and discuss themes and conventions • Make comparisons within and across books • Summarise main ideas, identifying key details • Evaluate authors' language choice • Provide reasoned justifications for views.

	• Provide reasoned justifications for views.				
Writing Composition • Identify the audience and purpose for writing. • Note and develop initial ideas, drawing on reading and research. • Enhance meaning through selecting appropriate grammar and vocabulary. • Describe settings, characters and atmosphere. • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning.	**Writing Composition** • Enhance meaning through selecting appropriate grammar and vocabulary. • Describe settings, characters and atmosphere. • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense.	**Writing Composition** • Identify the audience and purpose for writing. • Note and develop initial ideas, drawing on reading and research. • Enhance meaning through selecting appropriate grammar and vocabulary. • Precis longer passages • Distinguish between the language of speech and writing. • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning.	**Writing Composition** • Identify the audience and purpose for writing. • Note and develop initial ideas, drawing on reading and research. • Enhance meaning through selecting appropriate grammar and vocabulary • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing.	**Writing Composition** • Identify the audience and purpose for writing. • Note and develop initial ideas, drawing on reading and research. • Enhance meaning through selecting appropriate grammar and vocabulary. • Use organisational and presentational devices to structure text • Use consistent and correct tense • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning.	**Writing Composition** • Identify the audience and purpose for writing. • Note and develop initial ideas, drawing on reading and research. • Enhance meaning through selecting appropriate grammar and vocabulary. • Distinguish between the language of speech and writing • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Perform own compositions using appropriate intonation, volume and movement.
Mastery Keys & Punctuation • Use punctuation at Y4 standard correctly. • Use commas after fronted adverbials. • Use commas to clarify meaning or avoid ambiguity.	**Mastery Keys & Punctuation** • Use punctuation at Y4 standard correctly. • Use of inverted commas and other speech punctuation. • Punctuate direct speech.	**Mastery Keys & Punctuation** • Use punctuation at Y4 standard correctly. • Use relative clauses beginning with who, which, where, whose, that. • Use brackets, dashes or commas to indicate parenthesis.	**Mastery Keys & Punctuation** • Variety of verb forms used correctly and consistently • Link ideas across paragraphs using adverbials of time, place and manner	**Mastery Keys & Punctuation** • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Choose the appropriate register	**Mastery Keys & Punctuation** • Use relative clauses beginning with who, which, where, when, whose or that • Use adverbs to indicate degrees of possibility • Use a wider range of devices to build

	• Use brackets, dashes or commas to indicate parenthesis.	• Use commas to clarify meaning or avoid ambiguity.	• Use brackets, dashes or commas to indicate parenthesis. Recap: extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	• Use brackets, dashes or commas to indicate parenthesis • Enhance meaning through selecting appropriate grammar and vocabulary.	cohesion across paragraphs • Link ideas using tense choices.

Pathways to Poetry – Year 5 Overview: Poetry keys, writing composition and spoken language.

Autumn	Summer
Is the moon tired? By Christina Rosetti The moon at Knowle Hil by Jackie Kay She walks in beauty by Lord Byron	**Animals of Africa** Good morning Mr Croco-Doco-Dile by Charles Causley Jellicle Cats by T.S. Elliot The Squirrel by Anon
Outcome: Free verse with refrains and verses	**Outcome:** Poem using puns and word play
Poetry Keys Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms	**Poetry Keys** Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms
Writing Composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe setting, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	**Writing Composition** Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement
Reading Make comparisons within and across books Identify and discuss conventions and themes Learn poetry by heart Prepare poems and plays for performance Identify how language, structure and presentation contribute to meaning	**Reading** Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors language choice

Spoken language Listen and respond Build vocabulary Speak audibly and fluently Participate in performances	**Spoken language** Listen and respond Build vocabulary Speak audibly and fluently Participate in performances

Pathways to Writing – Year 6 Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts The Place for me: Stories about the Windrush generation by Floella Benjamin	**Texts** King Kong by Anthony Browne.	**Texts** Shackleton's Journey by William Grill	**Texts** Manfish by Jennifer Berne.	**Texts** Plastic Planet by Georgia Amson-Bradshaw, Greta's story: The school girl who went on strike to save the planet by Valentina Camerini.	**Texts** Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela Mc Allister.
Writing Outcome To write an information text about a core period in Black history.	**Writing Outcome** To write an action-packed story ending.	**Writing Outcome** To write an entry for Shackleton's Journal giving a narrative account of a significant event.	**Writing Outcome** To write a multi modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text.	**Writing Outcome** To write a persuasive speech.	**Writing Outcome** To write a sonnet as a goodbye to a teacher, friend or the primary school itself.
Spoken language • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives	**Spoken language** • Articulate and justify answers • Build vocabulary • Maintain attention and participate actively in	**Spoken language** • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas	**Spoken language** • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives	**Spoken language** • Articulate and justify answers • Ask relevant questions • Build vocabulary • Participate in discussions,	**Spoken language** • Listen and respond • Build vocabulary • Ask relevant questions to extend their understanding and knowledge

• Maintain attention and participate actively in collaborative conversations • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints.	collaborative conversations • Participate in discussions, presentations, performances, role play, improvisations and debates.	• Speak audibly and fluently • Use standard English • Participate in discussions, presentations, performances, role play, improvisations and debates.	• Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates.	presentations, performances, role play, improvisations and debates.	• Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of standard English • Select and use appropriate registers for effective communication.
Reading Comprehension • Check sense, discuss understanding and explore meaning of words in context • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading.	**Reading Comprehension** • Draw inferences and justify with evidence • Identify and discuss themes and conventions • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice.	**Reading Comprehension** • Ask questions to improve understanding • Draw inferences, justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Evaluate authors' language choice • Provide reasoned justifications for views.	**Reading Comprehension** • Identify and discuss themes and conventions • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Identify and discuss themes and conventions • Draw inferences, justify with evidence • Summarise main ideas • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction.	**Reading Comprehension** • Draw inferences and justify with evidence • Summarise main ideas, identifying key details • Evaluate authors' language choice • Participate in discussions about books.
Writing Composition	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**	**Writing Composition**

• Identify the audience and purpose for writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Proofread for spelling and punctuation errors.	• Enhance meaning through selecting appropriate grammar and vocabulary. • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	• Identify the audience and purpose for writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Choose the appropriate register.	• Identify the audience and purpose for writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure texts • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Use consistent and correct tense • Choose the appropriate register.	• Identify the audience and purpose for writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Precis longer passages • Use consistent and correct tense • Choose the appropriate register • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning.	• Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Organise paragraphs around a theme • Propose changes to vocabulary, grammar and punctuation to enhance efforts and clarify meaning • Perform own compositions using appropriate intonation, volume and movement.
Mastery Keys & Punctuation • Enhance meaning through selecting appropriate grammar and vocabulary • Use Y5 standard punctuation • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes or commas to indicate parenthesis	**Mastery Keys & Punctuation** • Use Y5 standard punctuation • Use expanded noun phrases to convey complicated information concisely • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices	**Mastery Keys & Punctuation** • Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses.	**Mastery Keys & Punctuation** • Use relative clauses beginning with who, which, where, when, whose or that • Use a wider range of devices to build cohesion • Use a colon to introduce a list and use semi colons within lists • Use hyphens to avoid ambiguity.	**Mastery Keys & Punctuation** • Use relative clauses beginning with who, which, where, when, whose or that • Use a wider range of devices to build cohesion • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity.	**Mastery Keys & Punctuation** • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience for and purpose of writing • Use semi-colons, colons or dashes to make boundaries between independent clauses.

• Use commas after fronted adverbials.	• Integrate dialogue to convey character and advance the action.				

Pathways to Poetry – Year 6 Overview: Poetry keys, writing composition and spoken language.

Autumn	Spring
A Tiger in the Zoo by Leslie Norris Tiger, Tiger by M. Morgan All the Wild Wonders of our Earth by W. Cooling. Tell me Tiger by C. Bevan	**The Sea by James Reeves** Selected poems from I am the Seed that Grew the Tree. A Nature Poem for Every Day of The Year by Fiona Waters
Outcome: Free verse which conveys a message.	**Outcome:** Narrative poem
Poetry Keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms to suit the purpose	**Poetry Keys** Make effective language choices, drawing on a range of descriptive techniques Experiment with personification to create effective imagery
Writing Composition Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	**Writing Composition** Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, character and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Perform own compositions using appropriate intonation, volume and movement
Reading Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Evaluate authors language choice Explain and discuss understanding of reading	**Reading** Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors language choice
Spoken language Listen and respond Build vocabulary	**Spoken language** Build vocabulary Maintain attention and participate actively in collaborative conversations

Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in performances	Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances

Pathways to Write Whole School Vocabulary Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Meesha Makes Friends** wondered realised comfortable chaotic unpredictable	**Katie in London** sights dome tour chimes theatre	**Grandpa's Gift** noticed crooked awning unwanted unexpected	**Lost and Found** delight realise waves discover check	**Somebody Swallowed Stanley** swept creature beady calm spout	**Shakespeare** perform surprise confused ridiculous trick
Year 2	**Look Up** telescope blasted trail famous incredible gravity	**The Owl Who was Afraid of the Dark** faded bleary enormous return startled planets	**The Dragon Machine** overlook havoc venture perch wreckage telephone	**Major Glad, Major Dizzy** bulged ceased dainty fortunate servant floorboards	**Tidy** forest untangled polished scrappy concrete mixer	**Shakespeare** cast jester butler laden merrily gathering
Year 3	**Coming to England** British Empire disembark immigrant racism verandah humid	**Winter's Child** mutter crisp thaw ravine snowdrift frost	**Stone Age Boy** stumble flicker furious skinning flint archaeologist	**Fossil Girl** curiosity discovery evolution exhibition Natural history scientist	**Amazing Rivers** contaminated erosion precipitation sewage terrain toxic	**Shakespeare** comedy justice noble reluctant tour tragedy
Year 4	**Counting on Catherine**	**Leon and the Place Between**	**Where the Forest Meets the Sea**	**Amazing Islands** hospitable	**Blue John** chamber	**Shakespeare** citizen

	feat mathematician destination design orbit gravity	impatient fidget awkward majestic carousel mechanical	antennae conservation endangered predator territorial unfurls	indigenous pumice remote shrouded volcanic	cavern glacier formation amethyst grotto	dictator invincible overthrow rebel tyrant
Year 5	**Young, Gifted and Black** determined appreciate thorough navigation expedition hardship	**Lost Happy Endings** hysterical seized hideously kindling spittle cinders	**The Darkest Dark** aspiration astronaut gathered spherical orbited military	**Malala's Magic Pencil** entitlement evacuate intimidation injustice refugee resilient	**The Brilliant Deep** environment bleaching pollution existence microscopic vibrant	**Shakespeare** earnestly bitterly gnarled prophecy treachery mockery
Year 6	**The Place For Me** foreign colonise prejudice immigrant nationality segregation	**King Kong** fathoms ominous sinister lurched dense undergrowth bewilderment	**Shackleton** abundant gallant crevasse remorseless civilisation perilous	**Manfish** villainous perilous legacy innovations camouflaged pioneer	**Plastic Planet** atmosphere biodegradable debris fossil fuels particle sustainable	**Shakespeare** dowry flocked monarch patron playwright thatched

Whole School End of Year Writing End Points

Year Group	End points
Reception	• Write recognisable letters, most of which are correctly formed • Use a comfortable pencil grip and sit correctly • Write their own name • Use their phonics to spell words, including CVC words (cat, dog, hat) • Spell some common exception words correctly (e.g. the, to, go, no) • Write simple sentences that can be read by themselves and others • Use capital letters and full stops in simple sentences • Leave spaces between words • Sequence ideas in a simple way • Write simple stories, captions and labels • Write for a range of purposes (stories, lists, messages, simple information)

Year 1	• Write simple, coherent sentences for different purposes • Sequence ideas logically in short pieces • Use capital letters and full stops accurately • Use question marks and exclamation marks where appropriate • Use “and” to join clauses • Spell common exception words and phonically decodable words • Form letters correctly and write on the line • Re-read their writing to check it makes sense • Write simple narratives and real-life recounts
Year 2	• Write for different purposes (narratives, information, letters, simple reports) • Use expanded noun phrases (the big red dragon) • Use co-ordination (and, but, or) and subordination (when, if, that, because) • Use capital letters, full stops, question marks and exclamation marks consistently • Use commas in lists and apostrophes for contraction and possession • Spell most common exception words • Use past and present tense correctly • Write neatly and consistently • Edit and improve their writing
Year 3	• Write a range of text types with clear structure • Use paragraphs to organise ideas • Use a wider range of conjunctions (because, although, while, before, after) • Use adverbs and prepositions to express time, place and cause

	• Use direct speech with inverted commas • Use accurate punctuation for most sentences • Spell most words with prefixes and suffixes • Join handwriting • Edit and improve for clarity and accuracy
Year 4	• Write effectively for different audiences and purposes • Organise writing into clear paragraphs • Use fronted adverbials (Later that day…, In the distance…) • Use expanded noun phrases • Use apostrophes correctly (singular and plural possession) • Use commas after fronted adverbials • Use speech punctuation accurately • Spell most words correctly, including those with prefixes and suffixes • Write legibly and fluently
Year 5	• Write confidently in a wide range of genres • Use varied sentence structures for effect • Use modal verbs and adverbs to express degrees of certainty • Use relative clauses (who, which, that) • Use cohesive devices (however, therefore, meanwhile) • Use brackets, dashes or commas to add information • Use mostly accurate punctuation and spelling • Maintain consistency of tense and viewpoint

	• Edit and redraft to improve clarity and impact
Year 6	• Write fluently and effectively for a range of purposes and audiences • Select vocabulary and grammatical structures deliberately • Use passive voice, subjunctive forms and formal/informal language appropriately • Use a wide range of punctuation accurately • Use cohesive devices across and within paragraphs • Maintain consistent tense, person and register • Spell almost all words correctly • Edit and redraft independently • Produce writing that meets the **Expected Standard** of the National Curriculum

Spelling Overview 2026 / 2027

Certain spelling objectives go over multiple weeks and depending on the length of a half term, there may be a slight movement across half terms but all objectives will be taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	RWI spellings	RWI Spellings	• To spell the common exception words. • To focus on the division of words into syllables. • The sounds /f/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck. • To spell the plural of nouns by adding e and es. • To spell words ending in y.	• To revise the common exception words. • To spell compound words. • To spell verbs by adding ing where no change to the root word is needed. • To spell verbs by adding ed where no change to the root word is needed. • To spell verbs by adding er where	• To spell the common exception words. • To spell words with the new consonant spellings ph, wh. • To spell adjectives adding er where no change is needed to the root word. • To spell adjectives adding est where no change is	• To spell the common exception words. • To spell words with the new vowel spellings: ir, ie, ou, ea, ay. • To spell words with the new vowel spellings: aw, au, ue, ew, oe, ay. • To spell words with split diagraphs. • To spell words using k for the /k/ sound.

				no change to the root word is needed. • To spell words by adding the prefix un.	needed to the root word. • To spell words when using the /v/ sound at the end of words and the /n/ sound spelt n before k. • To spell words using tch. • To spell words using k for the /k/ sound.	
Year 2	• To revise the common exception words. • To spell the ai sound spelt y at the end of words. • Adding es to nouns and verbs ending in y. • Adding ing ed to words of one syllable ending in a single consonant letter after a single vowel. • Adding ing ed to words ending in e with a consonant before it. • Adding ing ed to a root word	• To revise the common exception words. • Adding er est y to words of one syllable ending in a single consonant letter after a single vowel letter. • Adding er est and y to words ending in e with a consonant before it. • Adding er, est to a root word ending in y. • The I sound spelt ey and the ^ sound spelt o. • To spell homophones	• To revise the common exception words. • To spell contractions. • To spell words with the suffix ly. • To spell words with the suffix ful. • To spell words ending in tion.	• To revise the common exception words. • To spell words with the sound /l/ or /al/ spelt el and le at the end of words. • The sound /l/ or /al/ sound spelt al and il at the end of words. • The c sound spelt a before l and ll. • The c sound spelt ar after w. the e sound spelt or after w. the /o/ sound spelt a after w and qu. • To spell homophones	• To revise the common exception words. • To spell words using the possessive apostrophe (singular nouns) • To spell words using the suffixes ment and ness. • To spell words using the suffix less. • The /z/ sound spelt s. • To spell words using the /s/ sound spelt c before e, I and y.	• To revise the common exception words. • The /dz/ sound spelt as ge and dge and at the end of words and sometimes spelt as g elsewhere in words before e, I, y. • The /n/ sound spelt kn and (less often) gn at the beginning of words. • The /r/ sound spelt wr at the beginning of words. • To spell homophones

	ending in y with a consonant before it.	and near homophones.		and near homophones.		and near homophones.
Year 3	• To spell words from the year 3 and 4 word list. • To spell words by adding ing, ed to words of one syllable ending in vowel consonant; by adding ing, ed to a root word ending in y; adding ing, ed to words ending in e. • To spell words by adding suffixes beginning with vowel letters to words of more than one syllable. • To spell words using the suffix ly.	• To spell words from the year 3 and 4 word list. • To spell nouns when adding es and verbs ending in y. • To spell words with the /ei/ sound spelt ei, eigh or ey. • To spell homophones and near homophones.	• To spell words from the year 3 and 4 word list. • To spell words using the prefix dis. • To spell words using the prefixes: dis, mis, in and re. • To spell words using the prefixes: sub, inter and super. • To spell words using the prefixes: anti and auto. • Use the forms a and an according to whether the next word begins with a consonant or a vowel.	• To spell words from the year 3 and 4 spelling list. • To revise use of contractions from year 2. • To spell the /^/ sound spelt ou. • To spell word families based on common words. • To spell homophones and near homophones.	• To spell the words from the year 3 and 4 word list. • To spell words with endings sounding like /za/ or /tja/ (sure and ture). • To spell words with endings which sound like /zan/ spelt as sion. • To revise the possessive apostrophe from year 2.	• To spell the words from the year 3 and 4 word list. • To spell the /i/ sound spelt y elsewhere than at the end of words. • To spell word families based on common words. • To revise contractions from year 2. • To spell homophones and near homophones.
Year 4	• To spell words from the year 3 and 4 word list. • Adding ing, ed, er est to words of one syllable ending in vowel consonant; adding ing, ed to words ending in	• To spell words from the year 3 and 4 word list. • To spell words with the /f/ sound spelt ch. • To spell words using apostrophes to	• To spell words from the year 3 and 4 word list. • To spell words with endings tion and sion. • To spell words with endings spelt ssion.	• To spell words from the year 3 and 4 word list. • To spell words with the prefixes: sub, inter, super, anti and auto. • To spell words with the	• To spell words from the year 3 and 4 word list. • To revise the use of contractions. • To spell words using the suffix ous. • To spell words ending with the	• To spell words from the year 3 and 4 word list. • To spell words with the /s/ sound spelt sc. • To spell words by adding ing, ed to a root word ending in y,

	e with a consonant before it. • To add er, est to a root word ending in y and e with a consonant before it. • To spell words by adding suffixes beginning with vowel letters to words of more than one syllable. • To spell words with the /k/ sound spelt ch.	mark plural possession. • To spell homophones and near homophones.	• To spell words with the ending cian. • To spell words with the suffix, ation.	prefixes: in and im. • To spell words with the prefixes: il and ir. • To spell homophones and near homophones.	/g/ sound spelt gue and /k/ sound spelt que.	words ending in e and words of one syllable ending in vowel consonant. • To spell words using apostrophes to make plural possession. • To spell homophones and near homophones.
Year 5	• To spell words from the year 5 and 6 word list. • To spell words by adding ing, ed to words of one syllable ending in vowel consonant. • To spell words by adding ing, ed to a root word ending in y and words ending in e. • To spell words using contractions. • To spell words containing the	• To spell words from the year 5 and 6 word list. • To spell words using the plural possessive apostrophe. • To spell words using the verb prefixes dis and mis. • To spell words using verb prefixes de, re and over. • To spell homophones and near homophones.	• To spell words from the year 5 and 6 word list. • To spell words by converting nouns or adjectives into verbs using suffixes ate, ise ify. • To spell homophones and near homophones.	• To spell words from the year 5 and 6 word list. • To spell words with the /i/ sound spelt ei after c. • To spell words with silent letters. • To spell words with the endings cious or tious.	• To spell words from the year 5 and 6 word list. • To spell words ending in able/ ably and ible / ibly. • To spell words ending in cial and tial.	• To spell words from the year 5 and 6 word list. • To spell words with the singular and plural possessive apostrophe. • To spell words with the /i/ sound spelt ei after c. • To spell words using the verb prefixes: dis, mis, de, re and over. • To spell homophones and near homophones.

	letter string ough.					
Year 6	• To spell words with the suffix -cious and -tious • To spell words with a hyphen • To spell homophones and near homophones • To spell words from the Year 5 and 6 Word List	• To spell words from the Year 5 and 6 Word List • To spell words by adding ending in -fer • To spell words containing -ough • To spell words with the /i:/ sound spelt ei after c	• To spell words with silent letters • To spell contracted words • To spell words from the Year 5 and 6 Word List • To spell with the ending with -able, -ably, -ible and -ibly	• To spell homophones and near homophone • To spell words from the statutory spelling list • To spell with the ending with -able, -ably, -ible and -ibly	• To spell words from the Year 5 and 6 Word List • To spell ending with -ant, -ance, and -ancy • To spell ending with -ent, -ence, and -enc	• To spell words with a hyphen • To spell words from the statutory spelling list

Progression in Editing and Redrafting Writing at St Peter's Smithills Dean Primary School

Based on the National Curriculum for English – Writing (Composition)

Purpose

To develop pupils' ability to plan, draft, evaluate, edit, and redraft their writing to improve accuracy, coherence, and effect for the reader.

Key National Curriculum References

KS1: "Re-read what they have written to check that it makes sense."
LKS2: "Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements."
UKS2: "Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning."

Progression Overview

Year Group	Focus	Pupil Skills and Behaviours	Teacher Focus / Support	Example Activities
Year 1	Re-reading and checking for sense	• Re-read sentences aloud to check they make sense. • Notice when something sounds wrong or missing. • Begin to add missing words or capital letters.	• Model rereading aloud. • Use checklists e.g. 'Does it make sense?' 'Have I used a full stop?'	• Peer "sense check." • Edit with ordinary pencil to correct punctuation.
Year 2	Basic editing for accuracy	• Check for capital letters, full stops, question marks, and spelling of common words. • Make simple vocabulary changes (e.g. 'big' → 'huge').	• Guided editing sessions. • Provide success criteria with visual cues (e.g. punctuation symbols).	• Edit simple sentences with missing punctuation. • Use "purple polishing pens."

Year 3	Editing with support	• Identify and correct most punctuation errors. • Add adjectives or adverbs to improve description. • Begin to redraft short sections after feedback.	• Model revising sentences for clarity or effect. • Introduce editing symbols and peer review routines.	• Shared redrafting of a paragraph. • Use success criteria: sense, punctuation, adjectives.
Year 4	Independent editing and improving effect	• Edit for accuracy and effect (vocabulary, sentence openers). • Suggest improvements to a partner's writing. • Redraft short pieces with a specific focus (e.g. improve openings).	• Model evaluating impact on reader. • Encourage reflective self-assessment ('What's working well?' 'What could be better?').	• Peer-editing carousel. • Use of success criteria
Year 5	Purposeful redrafting	• Evaluate effectiveness of vocabulary, grammar, and punctuation. • Redraft to enhance cohesion and viewpoint. • Respond to feedback with evidence of improvement.	• Use exemplars to model editing for purpose and audience. • Teach mini-lessons on improving cohesion, clarity, and precision.	• Highlight-and-improve tasks. • Edit for tone or consistency in formal/informal writing. Use of success criteria
Year 6	Independent, reflective editing and redrafting	• Edit with a clear purpose (impact on reader, clarity, style). • Propose and justify changes to vocabulary, grammar, and structure. • Redraft extended pieces independently using feedback.	• Encourage independent application of the full writing process.	• Edit against Year 6 success criteria. • Create 'before and after' redrafts to reflect on progress.

Cross-Phase Vocabulary Progression

KS1: check, correct, fix, improve, change

LKS2: edit, revise, improve, sense, punctuation, feedback

UKS2: evaluate, redraft, refine, enhance, effect, audience, cohesion