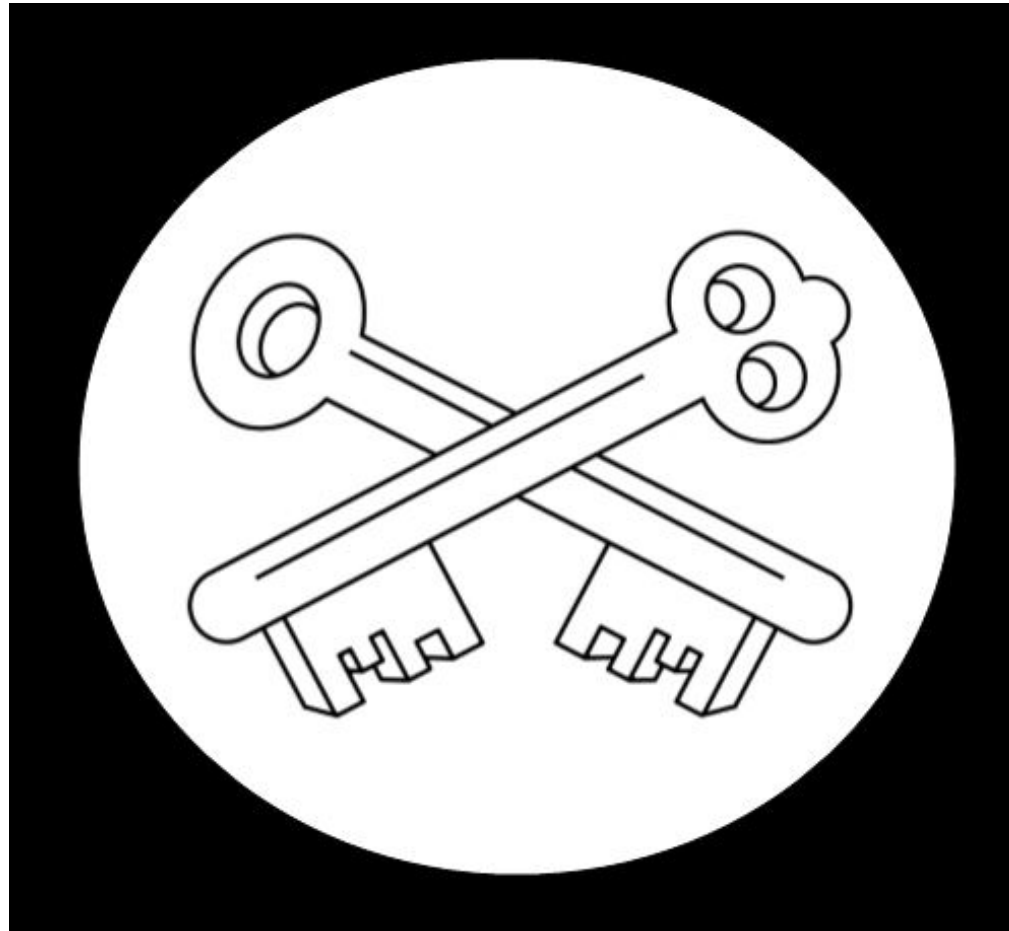


ST PETER'S COFE JUNIOR SCHOOL



WRITING CURRICULUM

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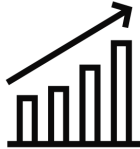
ST PETER'S CURRICULUM

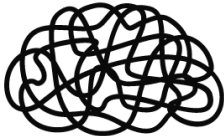
In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfill these curriculum aims, we have seven key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

SPIRITUALITY @ ST PETER'S

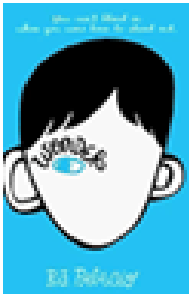
At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

"Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith."

Here are some examples of how we promote Spirituality across this curriculum area:

Spirituality across Writing

"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."

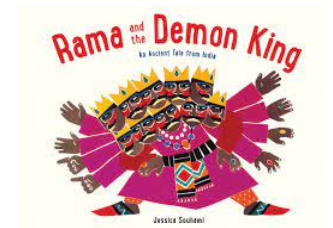


Mirrors - thinking deeply, connecting new knowledge to what we already know, thinking about ourselves and how we feel about the world around us.

The Writing curriculum at St. Peter's encourages children to be reflective and consider themselves and their emotions. Texts such as 'Wonder' in Year 6 and Greta's Story in Year 5, introduce the children to sensitive and emotive issues which naturally elicit a degree of self-reflection. Furthermore, tasks such as writing a memoir from the perspective of a fictional person who survived the eruption of Mount Vesuvius, require the children to think deeply about how they would be affected and how they would be feeling.

Windows - looking at the world in new ways, exploration of a new concept.

Our Writing curriculum includes texts which explore the British values of democracy, the rule of law, tolerance and mutual respect and individual liberty. Cultural capital is at the heart of our Writing curriculum, exposing children both to texts that explore different cultures, and texts that they will encounter frequently in their life as common cultural references. It is through texts such as *Rama and the Demon King*, *The Adventures of Odysseus* and *A Christmas Carol*, that children will be able to broaden their knowledge and understanding of the world and challenge their current perceptions.



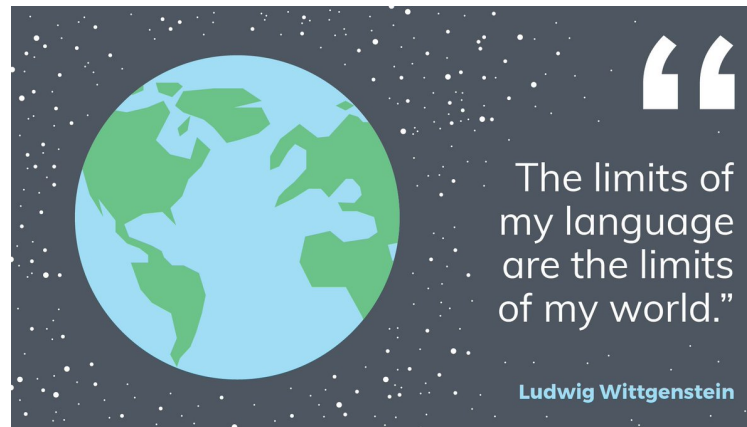
Doors - *understanding how other people feel*



Much of our Writing curriculum requires children to write 'in role'. This ability to put oneself into another's shoes to the extent that an effective piece of writing can be produced as a result, is a key part of our children's spirituality in Writing. In order to write as that person, children must first of all understand how that person thinks and feels and have the ability to empathise with them. The theme of love is interwoven from Year 3 where the children gain an appreciation for nature and the beauty of the world in their topic of nature poetry through to Year 6 where the children explore the love shown by Martin Luther King Jnr to the people of the Civil Rights Movement during his 'I have a Dream...' speech.



PURPOSE AND RATIONALE



At St Peter's, we believe in equipping our children with the tools, knowledge and skills to be the author of their own life stories and change the world for the better. Because of this, Writing plays a significant part in our curriculum. We believe that Writing has the ability to inspire, entertain, motivate, change lives, change minds and even change history.

In all year groups, we teach writing through high-quality stimuli – mostly through a range of classic and modern texts carefully chosen for each year group. Over their time at the school, children will experience writing in a variety of fiction and non-fiction styles, with a particular focus on writing to inform, persuade, discuss and entertain.

All of our units of work begin with getting the children hooked into the text. This may involve reading and discussing the text, and unpicking its purpose, structure, tones, ideas, themes and tropes. We also ensure our pupils understand the context of the text in both place and time. The aim of this is to ensure our pupils have the world and word knowledge required to understand the text and prepare them to write.

We then teach a repeated cycle of input, writing and review. This involves providing the pupils with input on the content, vocabulary and grammar they will need to employ in their writing and, after creating a writing toolkit, getting the pupils to practise it. They then apply it to their writing alongside teacher modelling, a constant review of how successful they have been, with time to make revisions.

Our final piece of writing in each unit is typically independent. The main goal of this is to ensure the pupils are confident in applying the vocabulary, language patterns and text features taught. This piece of writing, once it has been revised, is normally always published. Nothing is finished unless it is excellent!

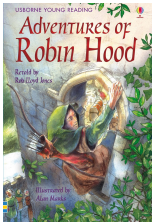
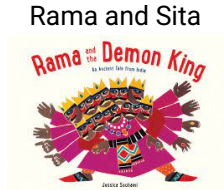
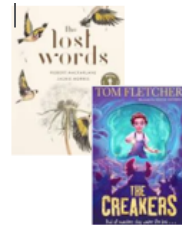
How our curriculum supports gaps in our pupils' knowledge and skills.

Context and demographics	Implications for St Peter's Writing curriculum
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	Our Writing curriculum has been planned using a 'top down' strategy to ensure all our children are being stretched and challenged. Writing planning will begin by considering what the highest attaining writers need to be challenged, and then adapting this appropriately for other learners. Teachers are encouraged, when planning writing lessons, to consider how each and every child is being challenged in that lesson. The core texts have been selected to provide a model for writing which is of a higher level than the texts that the children are able to access independently. The texts represent high quality fictional writing that we believe all children should have experienced and studied before the end of KS2.
Despite the above, there are pockets of deprivation in the catchment and an increasing amount of pupils are coming to the school from one of the 10% most deprived neighbourhoods in the UK.	Our Writing curriculum offers our children the chance to broaden their cultural capital at the earliest opportunity. Children will be immersed in high quality texts, both classic and modern, from well-known writers such as Shakespeare and Dickens, enabling them to experience the best that has been written as well as being able to start to understand common references to these widely known authors.
95% of the local population is White with very few residents born outside of the UK.	As well as providing high quality models for writing, our Core Texts have also been carefully chosen to represent different cultures and religions. From Rama and Sita in Year 3 to Kensuke's Kingdom in Year 6, each year group has a text which will allow children to explore stories about people with backgrounds and experiences different to their own or to what they are familiar with.
Historically, girls outperform boys in Writing.	1) Research suggests that boys prefer writing in smaller, more focused chunks. As a result, we have adopted a philosophy of 'writing less, more often'. The approach is focused on the quality of the writing produced, rather than the quantity and provides children with the opportunity to practise their writing using various high quality models as examples. 2) Through pupil interviews, we have carefully selected our core texts to appeal to boys interests - for example, Robin Hood; Macbeth; Greek Myths and Christmas Carol. 3) Evidence shows that boys often struggle to organise their thoughts and ideas. As a result, our lessons ensure pupils see live modelling, shared

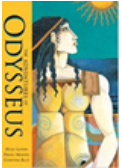
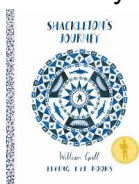
writing and exemplars before starting the writing process.

4) Our research shows that boys who find writing hard often have smaller vocabularies and less confidence with sentence structure. As a result, we explicitly teaching key vocabulary and background knowledge as well as having a sentence mastery approach to writing.

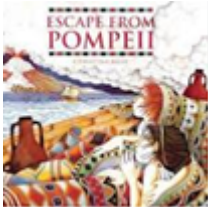
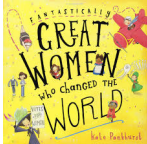
Rationale for core texts

Year 3	Hansel and Gretel & How to Cook Children 	Robin Hood 	Rama and Sita 	The Boy with the Bronze Axe 	Lost Words and The Creakers 	Secrets of a Sun King and The Egyptian Cinderella 
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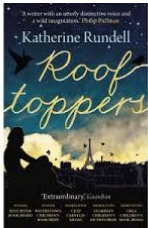
Rationale: *Hansel and Gretel* has been chosen because of links with the Geography topic, 'Villages, Towns and Cities' and as an example of a traditional tale which will be developed further in Year 4. *How To Cook Children* links to the themes in *Hansel and Gretel* and is an example text for recipe writing (one of the writing outcomes linked to this text). *Robin Hood* links with the History topic, 'Local History: Nottingham Castle' and is also an example of 'Myths and Legends' writing which will be developed further in Year 4. *Rama and Sita* links with the Geography topic, 'India' and represents stories from around the world. *Boy with a Bronze Axe* has been chosen because of topic links with the History topic, 'Pre-Historic Britain'. *Boy with a Bronze Axe* also represents classic children's literature. *The Lost Words* is an example of quality poetry and will be studied in Summer 1 so that the children can access the outdoors to appreciate nature. It also links with the Geography topic, 'Rivers'. *The Creakers* is an example of a text from a modern author which provides an excellent stimulus for imaginative story writing. *Secrets of a Sun King* has been chosen because it links with the History topic, 'Ancient Egyptians' and as an example of high quality story-telling. *The Egyptian Cinderella* also links with the History topic and is an example of a twisted traditional tale, building upon learning done at the start of the year.

Year 4	The Firework Maker's daughter & Jabberwocky 	The adventures of Odysseus 	Shackleton's Journey 	The Thieves of Ostia 	Iron Man 	The Day I Fell Into A Fairytale. 
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Rationale: *The Firework Maker's Daughter* has been chosen as an example of a story by a classic children's author and is being studied in Autumn 1 to link with Bonfire Night. It is also an example of a quest story and links with the second text of the half term, *Jabberwocky*. *Jabberwocky* is a high-quality poetry stimulus and a further example of writing by a classic children's author. It is being studied in Autumn 1 to link with *The Firework Maker's Daughter* and the overarching theme of Quest Stories. *The Adventure of Odysseus* links with the History topic, 'Ancient Greece' and builds upon the Myths and Legends theme that was introduced in Year 3. This theme will be continued and developed further into Year 5. *Iron Man* is a classic children's story, chosen for its exploration of the relationship between industry and the environment. *The Thieves of Ostia* is a story with an historical setting, which links with the History topic, 'Roman Britain'. *The Day I Fell Into A Fairytale* builds on the learning of traditional tales undertaken in Year 3, adding the idea of fractured fairytales as a development from the original traditional tales in Year 3.

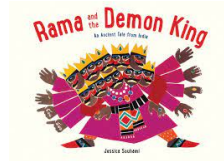
Year 5	Macbeth 	Beowulf 	Escape from Pompeii 	War of the Worlds 	Treasure Island 	Fantastically Great Women Who Changed The World and Greta's Story. 
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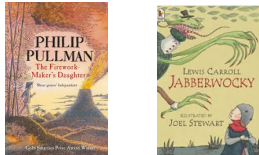
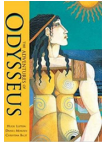
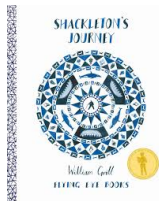
Rationale: *Macbeth* has been chosen as an example of Shakespeare's work and will be studied in Autumn 1 as the setting of Scotland links with the Geography topic, 'Home Nations'. *Beowulf* is a classic text rewritten by a modern author and links with the History topic, 'Anglo-Saxons'. Additionally, *Escape from Pompeii* links with the Geography topic, 'Mountains, Volcanoes and Earthquakes' and *War of the Worlds* has been chosen as an example of Science-Fiction writing by a classic author. *Treasure Island* is an adventure novel written by a classic children's author. *Fantastically Great Women Who Changed The World* and *Greta's Story* have been chosen as examples of non-fiction texts, which promote the school's message of providing an education for the head, hands and heart, as well as providing an engaging stimulus for passionate non-fiction writing.

Year 6	Wonder 	Horror Stories  	Rooftoppers 	Goodnight Mister Tom 	Kensuke's Kingdom 	Stella by Starlight  MLK's 'I have a dream' speech
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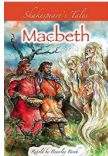
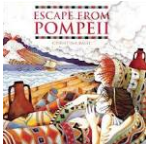
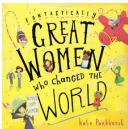
Rationale: *Wonder* will be the writing stimulus for Autumn 1 as an example of modern fiction which encompasses important PSHE issues such as stereotyping, anti-bullying and discrimination. It also links with the History topic, USA, and the plot of the story fits well with children starting a new year group. *Christmas Carol* and *Francis* will be studied in Autumn 2 because *A Christmas Carol* links with the time of year and the run up to Christmas, and 'Francis' fits with the horror genre. *Christmas Carol* is also an example of a text by a well-known classical author and is important for the children's cultural knowledge. *Rooftoppers* has been chosen as an example of modern fiction and it provides links to the core text which follows: *Goodnight Mister Tom*. This will be studied in Spring 2 because of the links with the History topic, 'World War 2'. *Kensuke's Kingdom* has been chosen for Summer 1 as a novel by a popular, modern children's author and also as an example of Historical Fiction. It also introduces children to a different culture, which links with the school's celebrations on the International Day for Languages and Culture, which takes place in the following half term. *Stella by Starlight* will be studied in Summer 2, after the children have completed the Geography topic 'USA' as the story is set in America. It also links with the History topic, 'Civil Rights', which will be studied alongside. As part of this half term, children will also study MLK's 'I have a dream' speech.

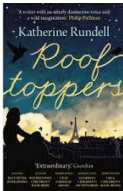
WRITING CURRICULUM OVERVIEW

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text:	Hansel and Gretel / How to cook children 	The Adventures of Robin Hood. 	Rama and the Demon King. 	Boy with a Bronze Axe 	Lost words / The Creakers. 	Secrets of a Sun King and The Egyptian Cinderella 
Unit 1:	Informal letter (to introduce ourselves to our Amigo).	Wanted poster (Robin Hood)	Narrative (battle scene in Rama and Sita)	Diary entry (Boy with the Bronze Axe)	Narrative suspense (The Creakers)	Narrative (Egyptian Snow White)
Unit 2:	Character and setting (Hansel & Gretel)	Poetry (Major Oak)	Non-chronological report (Taj Mahal)	Explanation text (Stonehenge)	Poetry (nature)	Blurb (Egyptian Snow White)

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text:	Firework Maker's Daughter and Jabberwocky 	The Adventures of Odysseus 	Shackleton's Journey 	Thieves of Ostia 	Iron Man 	The Day I Fell Into A Fairytale 
Unit 1	Performance poetry (Jabberwocky) Letter (fictional)	Narrative (adventure story)	Advert (Shackleton's crew)	Website article (murder of Bobas)	Narrative (opening scene of the Iron Man)	Narrative (mystery)

Unit 2	Setting description (in the style of Phillip Pullman)	Literary essay (Odysseys)	Diary entry (recount a day in the life of Shackleton)	Speech (Boudicca)	Trailer (voice over for the Iron Man film)	Narrative (fractured fairytale)
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Driver:	Home nations	History of Great Britain: Anglo Saxons	Mountains, volcanoes, earthquakes	Wider world: Maya civilisation - 900AD	Region of the UK: Peak District	Local history: Suffragettes
Core text: These are linked to the curriculum driver when possible	Macbeth 	Beowulf 	Escape from Pompeii 	War of the Worlds 	Treasure Island 	Fantastically Great Women Who Changed the World and Greta's story. 
Unit 1	Narrative (opening scene)	Persuasive letter (Beowulf)	Memoir (fictional)	Script (radio broadcast)	Persuasive speech (Treasure Island)	Instructions: 'How to be an Inspirational Person'.
Unit 2	Literary essay (the character of Macbeth)	Poetry (epic poems)	Non-chronological report (volcanoes)	Newspaper article	Narrative (alternative perspective)	Historical essay

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Driver:	USA	History of Great Britain: Vikings	Globalisation	Local history: WW2	Sustainability and natural resources	Wider world history: Civil Rights
Core text	Wonder 	Horror Stories  	Rooftoppers 	Goodnight Mister Tom 	Kensuke's Kingdom 	Stella by Starlight  MLK's 'I have a dream' speech

Unit 1	Narrative (anti-bullying)	Diary entry (suspense)	Blog (Paris)	Literary essay (impact of William's arrival)	Website newsarticle	Descriptive writing
Unit 2	Advert (for best friend)	Narrative (Christmas Carol set in modern times)	Narrative (chase across rooftops)	Script (rewrite story into a playscript)	Poetry	Literary essay (letter to PM)

BIG IDEAS AND CONCEPTS OF WRITING

Spelling

Handwriting

Planning

Drafting

Evaluating

Editing

Proofreading

Vocabulary

Grammar

Punctuation

END POINTS

By the end of KS2, we expect all pupils will be able to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

PROGRESSION IN WRITING

Word					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Using Standard English confidently in their own writing and speech
Planning					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		Considering how their writing reflects the audiences and purposes for which it was intended

Drafting and Writing

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Develop positive attitudes and stamina for writing by writing for different purposes using personal experiences and experiences of others (real and fictional). Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] In narratives, create settings, characters and plot. Composing and rehearsing sentences orally	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Create more detailed settings, characters and plot in narratives to engage the reader. Composing and rehearsing sentences orally	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] In narratives, describe settings, characters and atmosphere . Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages	Continue to refine drafting skills and develop resilience to write at length. Pupils should write accurately, fluently, effectively and at length for pleasure and information. Pupils should draw on their knowledge of literary and rhetorical devices from their reading and listening. Summarising and organising material, and supporting ideas and arguments with any necessary factual detail

Evaluating and Editing

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
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Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Assessing the effectiveness of their own and others’ writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors	Assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors	Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness Paying attention to accurate grammar, punctuation and spelling		
Spelling					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Segmenting spoken words into phonemes and representing these by graphemes, Spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance Write from memory simple sentences dictated by the teacher	Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.		
Punctuation					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Fully embed using full stops, exclamation marks, question marks, commas in lists accurately Fully embed using apostrophes for contracted forms and apostrophes for the singular possessive Include dialogue in narrative, punctuated with inverted commas	Use of inverted commas and other punctuation to indicate direct speech Use apostrophes for plural possession Use fronted adverbials correctly, including the appropriate use of a comma	Use commas to indicate parenthesis Use brackets to indicate parenthesis Use dashes to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Use ellipses mostly accurately Use hyphens mostly accurately Use colons to introduce lists mostly accurately	Use of the semi-colon to mark the boundary between independent clauses Use of the colon to mark the boundary between independent clauses Use of the dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Use hyphens to avoid ambiguity	Consolidate the use of punctuation taught across Key Stage 2.
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Sentence Level

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	See sentence mastery curriculum				Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects

Handwriting

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting		Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task.		Continue to apply handwriting skills as taught in Key Stage 2 with increasing speed and efficiency.

Greater Depth

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make simple additions, revisions and proof-reading corrections to their own writing	To use the structure of several text types (including the use of simple layout devices for non-fiction). To choose adjectives, verbs and adverbs deliberately to enhance meaning and engage the reader. To use similes effectively to enhance descriptions. To independently and	To make conscious vocabulary choices which are appropriate for the style of writing. To use dialogue effectively. To use of a range of simple, compound and complex sentence structures to engage the reader and control the pace of the narrative. To demonstrate conscious control of how to use	To create cohesion within and across paragraphs through deliberate word choices. To select vocabulary and grammatical structures that reflect the level of formality required. To confidently use figurative and poetic language to engage the reader, but sparingly and to	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) To distinguish between the language of speech and writing and choose the appropriate register	

Use the punctuation taught at KS1 mostly correctly Spell most common exception words Add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly Use the diagonal and horizontal strokes needed to join some letters	effectively edit and improve own writing. To demonstrate mastery of spelling. To use the punctuation already taught accurately and independently. To demonstrate joined handwriting consistently.	paragraphing according to changes in time, place, or event. To independently and effectively edit and improve own writing. To demonstrate mastery of spelling. To use the punctuation already taught accurately and independently. To demonstrate joined handwriting consistently	create a specific effect (for example similes, metaphors, personification etc). To independently and effectively edit and improve own writing. To demonstrate mastery of spelling. To use the punctuation already taught accurately and independently. To demonstrate joined handwriting consistently.	To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this To use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	
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SENTENCE MASTERY CURRICULUM

Year 3	
3.1	Use full stops accurately
3.2	Use capital letters accurately
3.3	Distinguish between statements, questions, exclamations and commands
3.4	Use exclamation marks accurately
3.5	Use question marks accurately
3.6	Use commas for lists accurately
3.7	Use apostrophes for contracted forms
3.8	Use apostrophes for the singular possessive
3.9	Identify and write compound sentences with the co-ordinating conjunction 'and'
3.10	Identify and write compound sentences with the co-ordinating conjunction 'but'
3.11	Identify and write compound sentences with the co-ordinating conjunction 'or'
3.12	Identify and write compound sentences with the co-ordinating conjunction 'so'
3.13	Distinguish between simple and compound sentences
3.14	Use the present and past tenses correctly and consistently
3.15	Use simple expanded noun phrases to describe and specify
3.16	Use adverbs to give more information about verbs

3.17	Include dialogue in narrative, punctuated with inverted commas
3.18	Choose deliberate ambitious adjectives to add detail
3.19	Express time and place using prepositions

Year 4	
4.1	Distinguish between a main clause and a subordinate clause
4.2	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')
4.3	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although')
4.4	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')
4.5	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')
4.6	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though')
4.7	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though')
4.8	Use of inverted commas and other punctuation to indicate direct speech
4.9	Identify and write new paragraphs for new speakers
4.10	Use pronouns in place of names of other nouns to avoid repetition
4.11	Use fronted adverbials correctly, including the appropriate use of a comma
4.12	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
4.13	Use apostrophes for plural possession
4.14	Organise paragraphs around a theme

Year 5

5.1	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
5.2	Indicating degrees of possibility using adverbs
5.3	Indicating degrees of possibility using modal verbs
5.4	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
5.5	Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)
5.6	Use commas to indicate parenthesis
5.7	Use brackets to indicate parenthesis
5.8	Use dashes to indicate parenthesis
5.9	Use commas to clarify meaning or avoid ambiguity
5.10	Use ellipses mostly accurately
5.11	Use hyphens mostly accurately
5.12	Use colons to introduce lists mostly accurately
5.13	Identify and write similes
5.14	Identify and write metaphor
5.15	Identify and write personification
5.16	To expand on direct speech with narrative to advance the plot

5.17	Use expanded noun phrases to convey information concisely
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Year 6	
6.1	Use of the passive to affect the presentation of information in a sentence
6.2	The difference between structures typical of informal speech and structures appropriate for formal speech and writing
6.3	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
6.4	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
6.5	Use of the semi-colon to mark the boundary between independent clauses
6.6	Use of the colon to mark the boundary between independent clauses
6.7	Use of the dash to mark the boundary between independent clauses
6.8	Use of the colon to introduce a list and use of semi-colons within lists
6.9	Punctuation of bullet points to list information
6.10	Use hyphens to avoid ambiguity
6.11	Identify and write a combination of sentence types to avoid repetition
6.12	Identify and write simple sentences to enhance the mood and/or add emphasis
6.13	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative
6.14	Identify and write multi-clause compound sentences
6.15	Identify and write multi-clause complex sentences

WRITING CLUSTERS UNIT PLANNER

LESSON 1 - ANALYSING & PLANNING

Handwriting	All lessons will begin with a daily and explicit handwriting session. This should take place in Writing books after the lesson's WALT has been stuck / written in. It is vital that pupils maintain a correct and comfortable sitting position and pencil grip and handwriting sessions will begin with a 'Get ready to write' reminder slide. Handwriting lessons should show clearly sequenced progression and must follow the planned curriculum based on the Nelson handwriting scheme - https://docs.google.com/document/d/1F6eoSyyq_iNlf4GHImOw_gQIEvQ143ot0UJPjtnLxM/edit?usp=sharing The focus handwriting pattern should always be modelled first (I do) before pupils practice in their books (we do).
Recap	After handwriting, lessons will then move onto a quick recap of previously taught knowledge - pupils should answer these either orally or on mini-whiteboards (show me)
Lesson 1 Aim:	Analysing the text looking at purpose, structure, sentence techniques and vocabulary.
Suggested activities:	Purpose - read example text and identify or explain purpose(s) of the writing. Key question: <i>what is the writing trying to achieve / make us feel / tell us here?</i> Structure - box up the example text and annotate each box discuss the sequence and sizes of the boxes create a structure strip (teacher-created, co-created with the class, child-created using a template) Vocabulary - Read example text and highlight / discuss words that help to establish the purpose key question: which words tell us that...? Sentence techniques - read example text and identify the sentence technique, discussing how it is used by the writer.

LESSON 2 - BACKGROUND KNOWLEDGE & VOCABULARY

Handwriting	All lessons will begin with a daily and explicit handwriting session. This should take place in Writing books after the lesson's WALT has been stuck / written in. It is vital that pupils maintain a correct and comfortable sitting position and pencil grip and handwriting sessions will begin with a 'Get ready to write' reminder slide.
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Recap	Handwriting lessons should show clearly sequenced progression and must follow the planned curriculum based on the Nelson handwriting scheme - https://docs.google.com/document/d/1F6eoSyyq_iNlf4GHlmOw_gQIEvQ143ot0UJPjtnLxM/edit?usp=sharing The focus handwriting pattern should always be modelled first (I do) before pupils practice in their books (we do).
	After handwriting, lessons will then move onto a quick recap of previously taught knowledge - pupils should answer these either orally or on mini-whiteboards (show me)
Lesson 2 Aim:	Ensuring the children have the world and word knowledge required to understand the text and to prepare them to write.
Suggested activities:	Knowledge - discuss the content knowledge contained within each box; teach other background knowledge that will be useful, through wider reading, teacher explanation, use of still and moving images etc; add content to the structure strip. Vocabulary - Present a word bank that includes nouns, adjectives and verbs organised thematically, both drawn from the sample text and teacher-generated vocabulary; discuss the meanings of new words; explore meanings of words using dictionaries; annotate images with vocabulary from the word bank: start with labelling nouns (brook; reeds), adding adjectives (babbling brook; rustling reeds) and then verbs (rustling reeds swayed by a babbling brook); group and sort words by intensity (least scary > most scary, least cold to most cold) or using a venn diagram; use a zone of relevance to select the most appropriate words.
Notes:	The Descriptosaurus book is great for generating vocabulary

LESSON 3, 4 AND 5- SENTENCE STRUCTURE

Handwriting	All lessons will begin with a daily and explicit handwriting session. This should take place in Writing books after the lesson's WALT has been stuck / written in. It is vital that pupils maintain a correct and comfortable sitting position and pencil grip and handwriting sessions will begin with a 'Get ready to write' reminder slide. Handwriting lessons should show clearly sequenced progression and must follow the planned curriculum based on the Nelson handwriting scheme - https://docs.google.com/document/d/1F6eoSyyq_iNlf4GHlmOw_gQIEvQ143ot0UJPjtnLxM/edit?usp=sharing The focus handwriting pattern should always be modelled first (I do) before pupils practice in their books (we do).
Recap	After handwriting, lessons will then move onto a quick recap of previously taught knowledge - pupils should answer these either orally or on mini-whiteboards (show me)
Lesson	For pupils to have extensive, deliberate practice of constructing grammatically accurate sentences to the point of automaticity.

3/4/5 Aim:

The focus for these lessons should be taken from our sentence progression document -

https://docs.google.com/document/d/10tD_oo3Rww91XCFnGQ38_rZp4YOmPxogiiq6qmpfWBA/edit?usp=sharing

By the end of the three lessons, we should be aiming for 100% of pupils writing these sentences with 100% accuracy.

Suggested activities:

More Scaffolded Teaching Tools

- 1) **Examples and non-examples** - Teachers will present a number of sentences to the class. Some will follow the correct structure of the sentence type being studied while others will not. Pupils must identify the examples and non-examples and explain why they have been selected. Pupils may then go on to the 'Fix the error' activity with the non-examples.
- 2) **Missing words** - Sentences are presented to children with one or more words missing. Pupils then write the sentence in full, filling in the missing information.
- 3) **Fix the error** - Pupils are presented with a sentence containing one or more errors to correct. The error should usually focus on the specific grammar aspect being studied.
- 4) **Sentence jumble** - Pupils are given a sentence in jumbled up form and must construct it so that it makes sense. The sentence can be broken into individual words or phrases depending on the focus of the teaching.
- 5) **Complete the sentence** - Pupils are given a sentence starter which they can use to write a sentence in the form being studied. Pupils can then underline the key grammatical aspect being studied if relevant.
- 6) **Sentence expansion** - Beginning with a short single clause sentence, pupils must expand the sentence adding further detail or additional clauses linked with conjunctions.
- 7) **Sentence combining** - Pupils are given 2 or 3 short sentences which they must combine to produce a single multi-clause sentence following the format being studied.

Less Scaffolded Teaching Tools

- 8) **Use the vocab** - Teachers provide 1 or 2 words drawn from other aspects of the curriculum including foundation subjects or the current novel they are reading. Pupils must then use this to construct a sentence in the form being studied.
- 9) **Picture prompt** - Teachers present a picture to the class as a prompt for pupils to construct and write their own sentence(s) following the sentence type being studied. Pupils should orally rehearse their sentence with their partner or an adult before writing.

Notes:

Remember to ensure there is a stimulus (images etc) and pupils have the resources needed to succeed (scaffolding, vocabulary etc)

Handwriting	All lessons will begin with a daily and explicit handwriting session. This should take place in Writing books after the lesson's WALT has been stuck / written in. It is vital that pupils maintain a correct and comfortable sitting position and pencil grip and handwriting sessions will begin with a 'Get ready to write' reminder slide. Handwriting lessons should show clearly sequenced progression and must follow the planned curriculum based on the Nelson handwriting scheme - https://docs.google.com/document/d/1F6eoSyyq_iNlf4GHImOw_gQIEvQ143ot0UJPjtnLxM/edit?usp=sharing The focus handwriting pattern should always be modelled first (I do) before pupils practice in their books (we do).
Recap	After handwriting, lessons will then move onto a quick recap of previously taught knowledge - pupils should answer these either orally or on mini-whiteboards (show me)
Lesson 6/7 Aim:	For pupils to draft and edit their first cluster of writing In these lessons, pupils are learning how to construct a coherent piece of writing using the sentence and word knowledge from the previous lessons. Quality over quantity should be the mantra.
Suggested activities:	Modelled Writing (I do) - The teacher takes the lead while pupils observe the expert writer. This provides the opportunity for the teacher to show, in small steps, how to apply new knowledge. The teacher should think aloud, focusing pupils' attention on the choices of language and sentence structure, helping them to understand the steps involved.' Shared Writing (we do) - This involves pupils constructing texts with the teacher. This provides the opportunity for them to share ideas in a supportive and safe environment while the teacher can control the focus as the expert writer and focus pupils' attention on specific elements. Independent Writing (you do) - In independent writing, pupils write individually and independently after modelled or shared writing, practising what they have observed. The modelled and shared writing should allow pupils to gain confidence when writing independently. Polish -1) revise one element at a time to improve quality: for example, 1. structure & content; 2. words; 3. sentence technique (either individually or collaboratively) 2) Edit - edit one element at a time to improve accuracy: for example, 1. grammar (related to the focus technique), punctuation, spelling of high frequency & word-bank words
Notes:	Display the model while the children are writing

LESSON 8 (IF APPLICABLE) - PUBLISHING

Lesson 8 Aim: To develop an environment where writing is seen as valued.

Understanding that their writing is going to be read develops pupils' understanding that writing is purposeful.

Suggested activities:



INDEPENDENT WRITING USING WRITING CLUSTERS

What should the children write independently?

Independent writing should take place once every half term, so that by the end of the year each child has produced a minimum of six pieces of independent writing. Teachers can choose which Writing unit the independent piece follows, but should aim for a variety of writing styles and genres.

Option 1

Continue with the current unit of writing and write the next section/ part.

Option 2

Use the same genre that has been the focus over the previous weeks, but choose different content/ context to write about.

What should the teaching sequence building up to an independent write look like?

There are 7 steps to work through at the end of a unit – some of these steps will be a 10 minute activity others will take up a full Writing lesson. It is important that enough time is allocated for this sequence to give children the best chance to showcase their skills. A lot of the steps, are similar to a normal cluster but just without the structure strips, modelling etc

The quotes in italic reference the Government's Teacher Assessment Guidance at KS2 for independent writing.

1. Recap or look again at purpose and structure

Key features: Clarify writer's intent. Sharpen purpose. Consider overall impact - effective aspects.

"The national curriculum is clear that writing should also be produced through discussion with the teachers and peers."

2. Draw out Success Criteria - Use Toolkits

Key features: Co-construct success criteria from unit of work . Do provide examples. Use a toolkit here. Either print out blank ones for children to write their success criteria onto or teachers can type in the success criteria, provided they are not over-scaffolding.

"Using success criteria does not mean that a pupil's writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome."

3. Background knowledge & vocabulary

Key features: Memorable. Stimulates imagination (story). Build knowledge (non-fiction). As the independent writing is linked to a previously studied unit, the background knowledge and vocabulary grids from this previous unit are still relevant and can be referred to. Children can work together to generate any new vocabulary that they think will be useful or to research any background knowledge they think they will need to know.

*"Independent writing should emerge from a text, topic, visit, or curriculum experience in which pupils have had opportunities to **discuss** and **rehearse** what is to be written about."*

4. Plan writing

Key features: Use planning proforma (e.g. story mountain, flowchart, story-board, children write their own structure strips etc). Plot success criteria. Consider writing ideas, techniques and grammar.

"Enables pupils to use their own ideas and provides them with an element of choice."

5. Independent Writing

Key Features: Paced out chunks of time - it is acceptable to say you have 15 minutes to write the first paragraph before regrouping as a class and then continuing to the next. In silence. Chance to build stamina.

"Pupils writing upon which teachers base their judgements must be produced independently."

6. Teacher marks for editing - use Whole Class Marking Pro-Forma

Key features: Teacher makes notes of key aspects that need revising/ editing on pro-forma and feeds back to class as a whole in following lesson. Pupils are not told how to improve individually. Reteach/revise any areas that have arisen from marking pro-forma.

"...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified."

7. Pupils edit their work

Key Features:

Edit work through revising/ editing. Provide quality time to make amendments. Pupils are clear about different strategies and resources they can use for improvement.

"Independent work can be edited without the support of the teacher although this can be in response to self, peer or group evaluation."

Independent Writing in Year 6

The independent writing in Year 6 will follow the same teaching sequence as in other year groups. Any planning, drafting and editing will be undertaken in English books. All independent writing will be published as detailed below:

- All final independent pieces will be handwritten onto lined A4 paper.
- The A4 lined paper should have a header sticker attached to the top right hand side of the first page, which states the text type (e.g. Piece A: an anti-bullying story) and the date.
- Children may make small proofreading corrections to their neat write up using their green editing pens, but these should be minimal as the majority of the editing should be done on the draft copy in English books.
- The neat copy should be stored in the class' independent writing folder, under the child's name.
- Each piece should be assessed against the assessment framework using the assessment pro-forma. This pro-forma should be stored in the independent writing folder alongside the child's collection of writing.



WRITING CLUSTERS PLANNING OVERVIEW



Year	Term	Days	Writing Outcome	Stimulus Text	Present

[illegible]

SPELLING

At St Peter's, we teach spelling through the Sounds and Syllables programme that aims to teach all children in a simple but logical way how English spelling works.

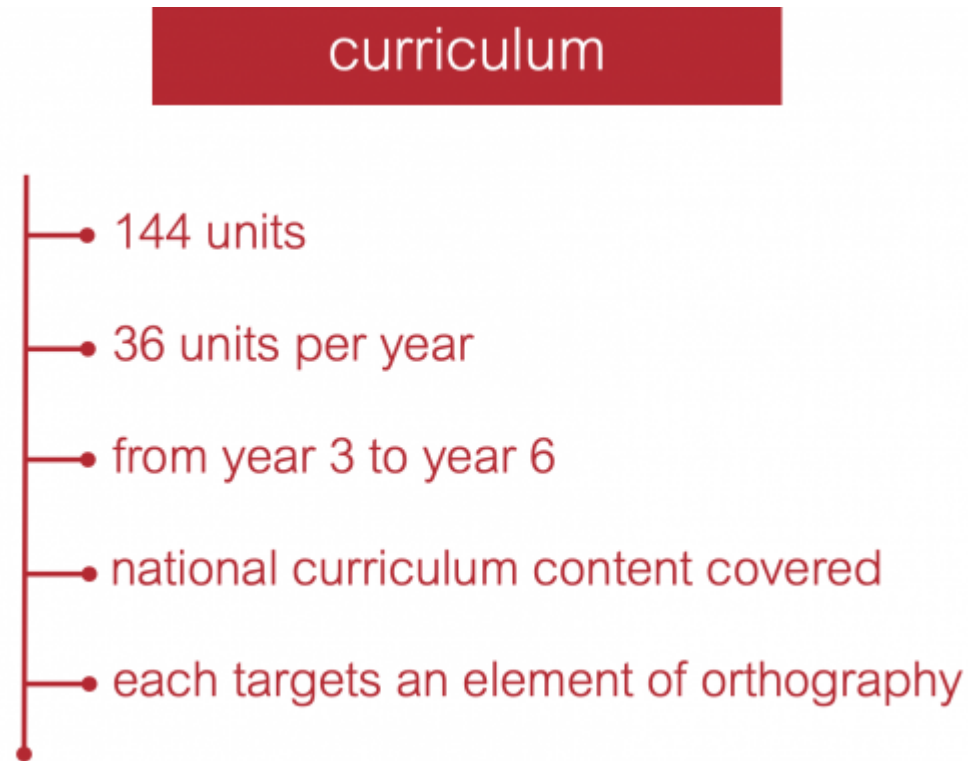
The Sounds & Syllables Spelling Sequence



At the heart of Sounds & Syllables is a simple but powerful spelling sequence that is used with all children from Year 3 to Year 6 to spell any word. This sequence is simple to learn and is used when teaching and practising spelling, but also when attempting spellings while writing. The Sounds & Syllables sequence consists of five simple steps: (1) say the word clearly; (2) snip the word into

syllables; (3) say the sounds and write the spellings for each syllable in turn; (4) target and correct any misspellings; and (5) lock in those tricky spellings by linking them to similar spellings in known words.

Curriculum



The Sounds & Syllables curriculum contains 144 spelling units with 36 units each year from Year 3 to Year 6. Being a Junior School, the Sounds & Syllables curriculum is designed to pick up where ours and the Infants phonics programme leaves off.

National Curriculum content is fully covered, including the teaching of key stage 2 statutory spellings, but the content is organised and delivered in a more logical manner, each unit explicitly teaching an element of English orthography.

HANDWRITING

At St Peter's, we teach handwriting explicitly every day in order to reduce the cognitive load on pupils and ensure they become skilled writers who write fluently and legibly. We teach handwriting regularly, explicitly, precisely and cumulatively using a clearly sequenced and progressive programme.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Y1 Unit 1 - Introducing letter families (c o a d g f s q e) Y1 Unit 2 - Practising letter families (c o a d g f s q e) Y1 Unit 3 - Introducing letter families (i l t j u y) Y1 Unit 4 - Practising letter families (i l t j u y) Y1 Unit 5 - Introducing letter families (b h k m n p r) Y1 Unit 6 - Practising letter families (b h k m n p r)	Y1 Unit 7 - Introducing letter families (v w x z) Y1 Unit 8 - Practising letter families, (v w x z) Y1 Unit 9 - Practising capital letters Y1 Unit 10 - Practising capital letters Y1 Unit 11 - Practising capital letters Y1 Unit 12 - Practising numbers Dictation lesson	Y1 Unit 13 - Introducing break letters Y1 Unit 14 - Practising consistent size and height of small letters Y1 Unit 15 - Diagonal join to Set 1 letters: ed Y1 Unit 16 - Diagonal join to Set 1 and 2 letters: ig Y1 Unit 17 -Diagonal join to Set 3 letters: ar Y1 Unit 18 - Diagonal join to Set 4 letters: aw Dictation lesson	Y1 Unit 19 - Diagonal join to the top of Set 1 letters: ef Y1 Unit 20 - Diagonal join to the top of Set 2 letters: il Y1 Unit 21 - Diagonal join to the top of Set 3 letters: ck, tch Y1 Unit 22 - To form and join from the letter w: wa Y1 Unit 23 - Practising the horizontal join: oo Y1 Unit 24 - Horizontal join to Set 3 letters: or, ore Dictation lesson	Y1 Unit 25 - Practising the fourth join to Set 1 letters: of Y1 Unit 26 -Practising the fourth join to Set 2 letters: wl Y1 Unit 27 - Practising break letters Y1 Unit 28 - Revising the four handwriting joins: ai, al, ol, ow Y2 Unit 1 - Practising joining to the top: ai Y2 Unit 2 - Practising the join from the letter e: ee Dictation lesson	Y2 Unit 3 - Practising joining from the letter i: ie Y2 Unit 4 - Practising the horizontal join: oa Y2 Unit 5 - Practising the size and height of letters: oo Y2 Unit 6 - Practising joining from the letter o: oi Y2 Unit 7 - Practising capital letters Y2 Unit 8 - Practising joining to the letter a: ea Dictation lesson

Year 4	Y2 Unit 9 - Practising joining to the letter r: er	Y2 Unit 15 - Practising printing	Y2 Unit 21 - Practising joining to the letter g: ing	Y2 Unit 27 - Practising joining to and from the letter s: less	Year 3 Unit 5 - Practising joining to and from the letter l: ale	Year 3 Unit 11- Practising forming capital letters
	Y2 Unit 10 -Practising the horizontal join: ou	Y2 Unit 16 - Practising joining to and from the letter c	Y2 Unit 22- Reviewing the four handwriting joins: kn, mb, wh, wr	Y2 Unit 28 - Practising joining from the letter e: est	Year 3 Unit 6 - Practising joining to the letter y: ly	Year 3 Unit 12- Practising writing the letter t at the correct height: ti
	Y2 Unit 11 -Practising small letters - same height and size: or	Y2 Unit 17 - Practising writing the letter g	Y2 Unit 23 -Practising joining from the letter w: wa	Y3 Unit 1 - Forming descenders accurately: sp	Year 3 Unit 7 - Practising forming the letter s correctly: es	Year 3 Unit 13 - Practising spacing letters consistently: ew
	Y2 Unit 12 -Practising joining to the letter r: air	Y2 Unit 18 - Practising the diagonal join: le	Y2 Unit 24 - Practising correct height and size of letters: ly	Y3 Unit 2 - Forming ascenders accurately: al	Year 3 Unit 8 - Practising joining from the letter i: ie	Year 3 Unit 14- Practising forming double letters correctly: ff
	Y2 Unit 13 - Practising joining to ascenders: al	Y2 Unit 19 - Practising the two ways of joining the letter s: sh, es	Y2 Unit 25 - Practising punctuation	Y3 Unit 3 - Practising the diagonal join to a small letter: ci	Year 3 Unit 9 - Practising spacing between letters: ed	Year 3 Unit 15 - Practising joining to the letter e: he
	Y2 Unit 14 - Practising joining from the letter o: ot	Y2 Unit 20 - Practising joining to the letter y: ky Dictation lesson	Y2 Unit 26 -Practising joining to and from the letter i: cian Dictation lesson	Y3 Unit 4 - Practising the diagonal join to a tall letter: mb Dictation lesson	Year 3 Unit 10 - Practising writing with a slant: ake Dictation lesson	Year 3 Unit 16 - Practising joining to the letter k: ck Dictation lesson

Year 5	Year 3 Unit 17 - Practising the second join: ch	Year 3 Unit 23 - Practising joining to and from the letter r: ure	Year 4 Unit 1 - Practising joining from the letter e: ea	Year 4 Unit 7 - Practising the horizontal join: re	Year 4 Unit 13 - Practising joining from the letter m: mb	Year 4 Unit 19 -Practising joining to and from the letter f: ff
	Year 3 Unit 18- -Practising joining from the letter e: ei	Year 3 Unit 24 -Practising joining from the letter w: wh	Year 4 Unit 2 - Practising joining to and from the letter s: ask	Year 4 Unit 8 - More practice joining to the letter y: ly	Year 4 Unit 14 - Practising joining to the letter a from the letter w: wa	Year 4 Unit 20 -Practising joining to and from the letter e: rec
	Year 3 Unit 19 -Practising the horizontal join: ous	Year 3 Unit 25 -Practising forming numerals correctly	Year 4 Unit 3 - Practising writing letters at the correct size and height: rie	Year 4 Unit 9 - Practising speedwriting	Year 4 Unit 15 - Practising using a diagonal joining line: hi	Year 4 Unit 21 -Practising punctuation: s'
	Year 3 Unit 20 - Practising joining from the letter a: ap	Year 3 Unit 26 - Practising writing silent letters: wr	Year 4 Unit 4 - Practising writing double letters: tt	Year 4 Unit 10 - Practising the size and height of letters: ous	Year 4 Unit 16 - Practising speedwriting	Year 4 Unit 22 -Practising consistency in forming and joining letters: ar
	Year 3 Unit 21 -Practising with punctuation: !	Year 3 Unit 27 - Practising joining from the letter f: ft	Year 4 Unit 5 - Practising consistency in spacing: sce	Year 4 Unit 11 - Practising spacing within words	Year 4 Unit 17 - Practising joining from the letter i: ig	Year 4 Unit 23 -Practising printing to make captions
	Year 3 Unit 22 - Practising diagonal joins to the letter y: ly	Year 3 Unit 28 - Practising writing decorated capital letters Dictation lesson	Year 4 Unit 6 - Practising using a diagonal join: un Dictation lesson	Year 4 Unit 12 - Practising joining to and from the letter w: owf Dictation lesson	Year 4 Unit 18 - Practising the diagonal join to ascenders: al Dictation lesson	Year 4 Unit 24 -Practising joining to and from the letter v: ive Dictation lesson

Year 6	Y4 Unit 25 - Practising break letters	Y5 Unit 3- Developing fluency	Y5 Unit 9 - Forming ascenders correctly	Y5 Unit 15 - Practising punctuation	Y5 Unit 21 - Practising printing	Y5 Unit 27 - Revising difficult joins
	Y4 Unit 26 - Practising drafting and editing	Y5 Unit 4 - Ensuring the letter t is at the correct height	Y5 Unit 10 - Practising presentation	Y5 Unit 16 -Ensuring consistency in letter sizes	Y5 Unit 22- Practising speedwriting	Y5 Unit 28 - Looking at different handwriting styles
	Y4 Unit 27 - Practising speedwriting	Y5 Unit 5- Forming and joining the letter s	Y5 Unit 11 - More practice with presentation	Y5 Unit 17 - Practising speedwriting	Y5 Unit 23 - Practising writing decorated capital letters	Y6 Unit 1 - Developing an individual handwriting style
	Y4 Unit 28 - Practising printing to make a poster: Tt	Y5 Unit 6- Practising break letters	Y5 Unit 12 - Ensuring correct formation of the letter k	Y5 Unit 18 - Forming small letters correctly	Y5 Unit 24 - Practising writing letters	Y6 Unit 2 -Revising slanted writing
	Y5 Unit 1 - Practising joining to and from the letter r	Y5 Unit 7 - Practising writing a play script	Y5 Unit 13 - Forming the letter y correctly	Y5 Unit 19 -Practising forming and joining the letter f	Y5 Unit 25 - Practising paragraphs	Y6 Unit 3 - Practising keeping letters in correct proportion
	Y5 Unit 2 - Ensuring letters are consistent in height and size	Y5 Unit 8 - Practising printing Dictation lesson	Y5 Unit 14 - Practising speed and fluency Dictation lesson	Y5 Unit 20 - Practising writing with a slant Dictation lesson	Y5 Unit 26 - Practising presentation Dictation lesson	Y6 Unit 4 - Practising writing fluently and legibly Dictation lesson