

PRIMARY EXCELLENCE



PARTNERSHIP

Writing Strategy

**BLACKHORSE
PRIMARY SCHOOL**



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Blackhorse Primary School Edition

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1. Our approach to the teaching of writing

1a. The intent of our writing curriculum

1b. At a glance – how we plan and teach writing

1c. 'The Simple View of Writing'

1d. Overview of the writing process

1e. Using 'Working Walls' to support children's writing

1a. The Intent of Our Writing Curriculum

At Blackhorse Primary School, we are committed to creating **Champion Learners** by giving our children the tools to communicate confidently and effectively. We recognise the opportunities and advantages a strong understanding of language can provide and our curriculum is designed to give our children the best opportunities to develop and master these skills to set them up for their bright futures.

Through **purposeful practice**, our children are given plentiful opportunities to practice and master transcriptional and compositional skills. Our curriculum is carefully designed, using our 'small steps' approach, to ensure that children are discretely taught new grammatical skills in a sequential, logical order and given frequent opportunities to revisit previous learning before applying these skills to their independent writing. As well as grammatical content, regular teaching of spelling and handwriting, helps to support our children in producing writing which they can be proud of.

We provide **extensive opportunities** by using high-quality texts as inspiration for all writing outcomes. The books we use are carefully chosen, covering a wide range of cultures, settings and real-life stories (climate, refugees, natural disasters). These books are a vehicle for our children to experience the wider world through the safety of stories. We use our 'book immersion' lessons to explore these stories and their wider context. As well as having a rich stimulus for writing, our children will also be given frequent opportunities to analyse different writing forms and styles; this enables children to develop their personal writers' toolkits to become authors of fiction, non-fiction and poetry for a range of purposes and audience. Our teachers have been trained and coached in modelling writing: they are able to concisely and accurately demonstrate the process of writing to the children, allowing them to see the mental processes an author goes through to produce good writing.

We encourage **personal effort** by giving our children a variety of writing opportunities which are all rooted in purpose: to argue, explain, inform or entertain. Giving the children a clear intention for their writing and an audience, motivates them to produce work for a reader, not just for themselves. Through thorough planning sessions, carefully structured writing lessons and editing and redrafting opportunities, which utilise peer critique, the children are encouraged to always produce work which is better than their previous piece.

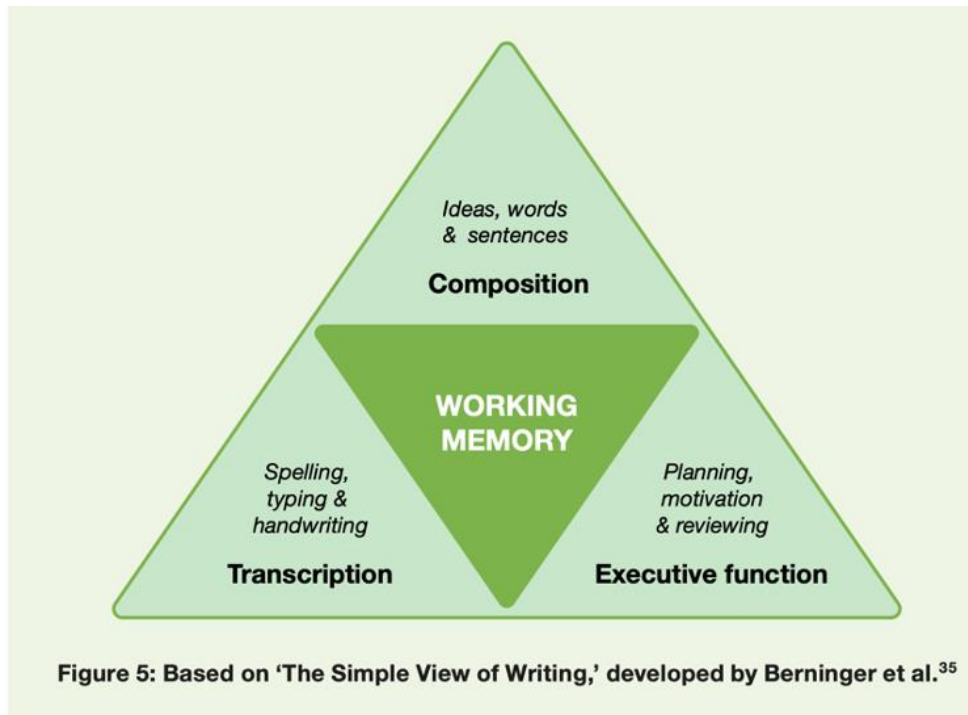
Our children are exposed to **expert tuition** by our team of brilliant teachers. Our teachers have developed and fine-tuned their subject knowledge through trust-wide training, in-school staff training and regular moderation meetings. Our curriculum is carefully designed and delivered in a way which is codified and consistent across the school. As well as fantastic teaching, we also have multiple author visits each year, meaning that every child has the opportunity to listen to professional writers who understands the processes and challenges of being a writer – the children find these visits hugely interesting and inspiring.

1b. At a Glance – How We Plan and Teach Writing

Modelling Modelling should take place whenever the children are expected to write: - Grammar lessons - Short-burst writing - Planning lessons - Extended writing - Editing lessons - Revising lessons - Writing across the curriculum There is a codified approach to follow for each year group.	Spelling Discrete teaching 3 times per week Use codified approach using Essential Spelling Progression documents are saved in the English folder Handwriting Discrete teaching at least 2 times per week Modelled into writing books, under visualiser All adult modelling of writing needs to match children’s expectations TO BE REVIEWED 2025/2026	
Editing and Redrafting Editing – Making changes to punctuation, spelling and grammar so that the work is accurate Redrafting – Taking a section of the text and rewriting it to make improvements to cohesion, sentence structure and vocabulary choices There is a codified approach to follow for each year group.	Key Documents • Knowledge Development Document – starting point for all planning • Grammar Glossary and Grammar Progression • Non-fiction Progression • Narrative Progression • Planning templates • Live Modelling Codification • Editing and Redrafting Guidance • Text Analysis Codification • Marking Policy • Spelling Progression and Codification • Handwriting Progression and Codification Other useful resources: • Spaced Retrieval Guidance • TACs and TAFs • Leaf progression documents • Leaf and OAT exemplification materials	
Text Analysis – Example of Excellence Refer to the Progression documents for the Example of Excellence guidance EYFS & Year 1 – Orally discussing fiction and non-fiction texts Years 2 & 3 – Pre-colour-coded text to discuss structure & features Years 4, 5 & 6 – Using the visualiser to collectively identify and colour-code structural and grammatical features		
Lesson sequence		
Week 1 1) Read and discuss key text 2) Identify and use new vocabulary 3) Develop understanding of the key text 4) Slow writing 5) Grammar teaching: sentence combining/sentence cloze	Week 2 1) Grammar teaching: sentence stems 2) Grammar teaching: sentences based on the book 3) Short-burst writing 4) Edit short-burst writing 5) Text Analysis	Week 3 1) Plan extended writing 2) Extended writing 3) Extended writing 4) Extended writing 5) Redraft part of extended writing

1c. 'The Simple View of Writing'

Writing is a complex task because it requires pupils to coordinate a number of different processes simultaneously. *The Simple View of Writing* highlights three overarching processes that are essential to writing:



Text generation involves thinking of ideas and using oral language skills to put those thoughts into words and sentences.

Transcription enables the writer to move oral language into written language.

Executive functions such as self-regulation, planning, problem-solving, and monitoring writing.

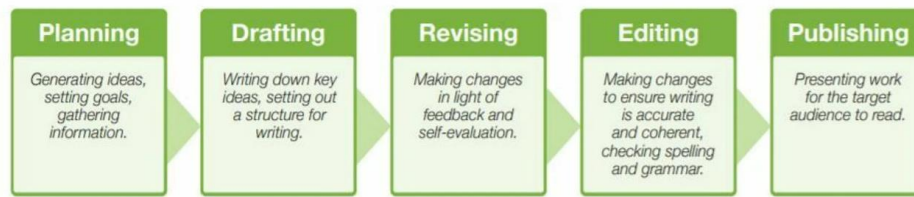
When writing, pupils must coordinate these processes within their working memory. As working memory has a limited capacity, many children find this coordination challenging. However, with explicit instruction, extensive practice, and encouragement, pupils can become more adept at using these three overarching elements of writing, and coordinating them in working memory can become less effortful.

Our curriculum is designed to provide children with regular and meaningful opportunities to practise all three overarching processes. We place particular emphasis on developing transcriptional fluency, so that more cognitive resources can be directed toward composition and creativity.

1d. Overview of the Writing Process

Writing can be thought of as a task made up of five stages:

Figure 11: The writing process



Children should be explicitly taught each of these components, along with the underlying strategies required to carry them out effectively.

Planning

The main purpose of the planning stage is to set goals and generate ideas before writing begins. This stage may also involve gathering information, activating prior knowledge, and reading exemplar texts to identify key features and consider the writing style used.

Drafting

This stage involves noting down key ideas, organising them in a logical order, and producing a first draft of each section.

Revising

Revising is making changes to the content of writing, considering feedback and self-evaluation. Children can be supported to re-read their work to check for clarity and assess whether they have achieved their writing goals.

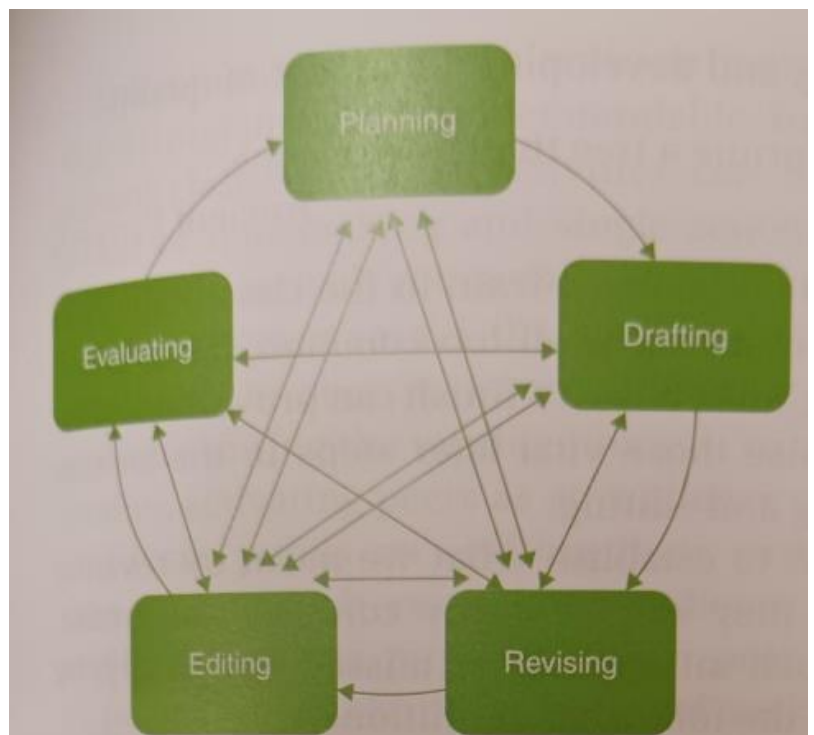
Editing

Editing focuses on improving the accuracy and coherence of the text. At this stage, children work on spelling, grammar, punctuation and sentence structure to ensure the writing is polished and ready for an audience.

Publishing

Publishing involves presenting the final version of the work so it can be read by others. Not all pieces of writing are published, but when used appropriately, this stage provides a powerful incentive for children to take pride in their work and apply care to the revising and editing process.

We recognise that writing is rarely a linear process. These five stages often overlap and are revisited throughout a unit of work. Therefore, we provide children with multiple opportunities to engage with each stage at various points in their writing journey.



1e. Using 'Working Walls' to Support Children's Writing

Every classroom has an English 'Working Wall' which is used to support children's writing throughout each unit of work. The 'Working Wall' is built up over the course of a unit, with different elements added as they have been taught and explored with children.

Non-negotiables:

This is a list of key knowledge that children have already learned, both in previous years and earlier in the current year. This is present throughout the year and built upon: when new knowledge is taught, it is added to this section of the working wall. Teachers model how to apply this prior knowledge to new pieces of writing, and children are reminded to use it consistently in their independent work. This list is then passed up to the children's next teacher as a starting point for the next year.

Learning Journey:

The purpose of the learning journey is to show children the progression of their learning. It can be displayed as a list of skills which will be covered in the unit, with examples for the children to refer to, or it may display a modelled example: during grammar lessons, teachers model how to use the focus grammar in context, either by using a visualiser which will display the writing on the interactive whiteboard, or by writing onto flipchart paper. If it is the latter, this example may then be displayed on the Working Wall as a reference point to support children in applying this grammar independently.

SPAG knowledge:

This section highlights the key grammar focus for the unit, as identified in the school's knowledge development document. The concept is clearly explained and revisited regularly, with multiple opportunities provided for children to apply it in their writing.

Vocabulary:

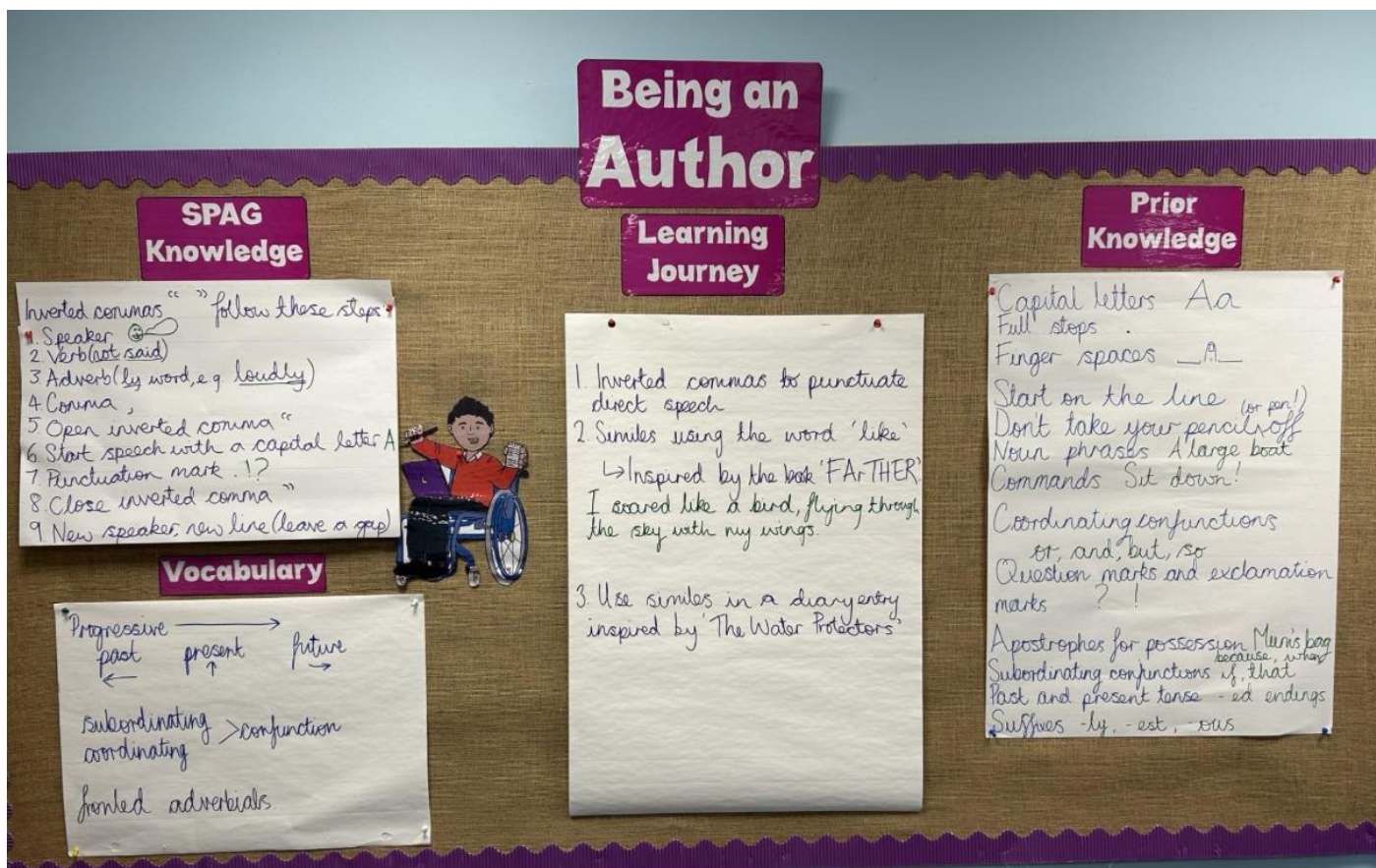
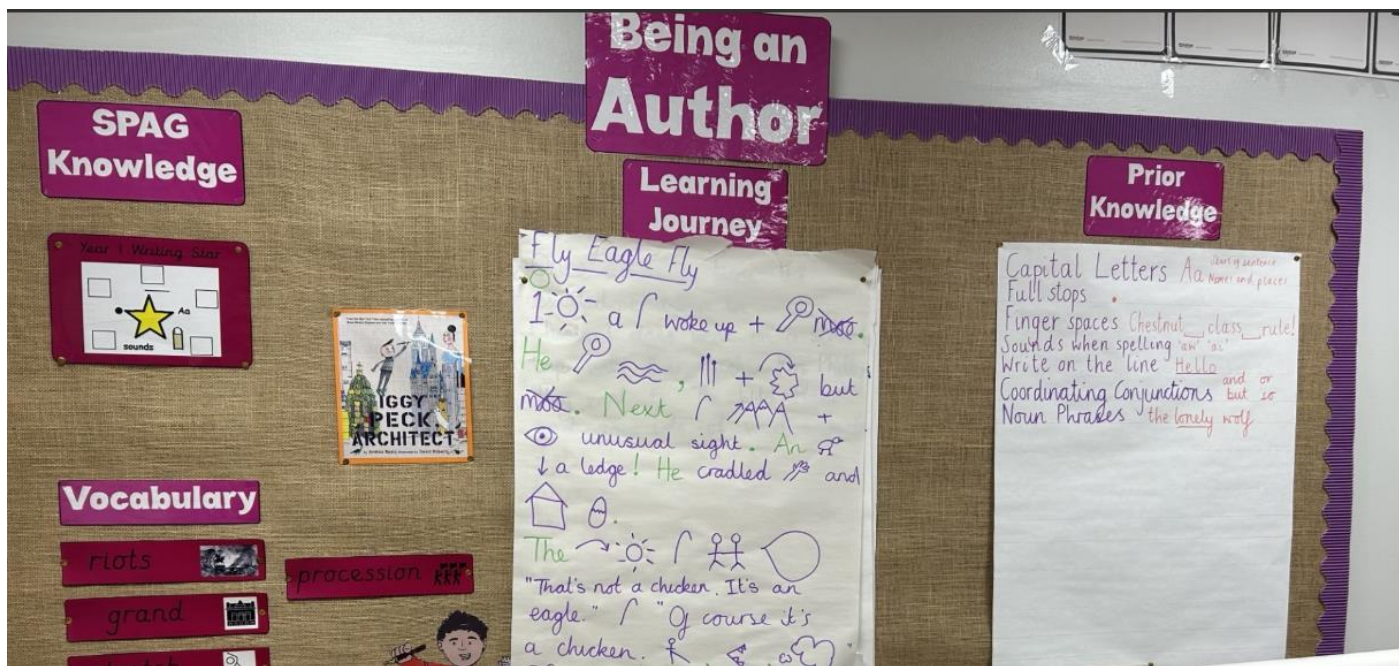
Key vocabulary from the text is displayed in dual-coded form (i.e. with images of symbols) and is regularly referred to throughout the unit. Teachers model how to use these words in context, support children with spelling, and encourage them to apply the vocabulary in their own writing. There will also be words displayed from the weekly Word Aware lessons which focus on broadening the children's vocabulary.

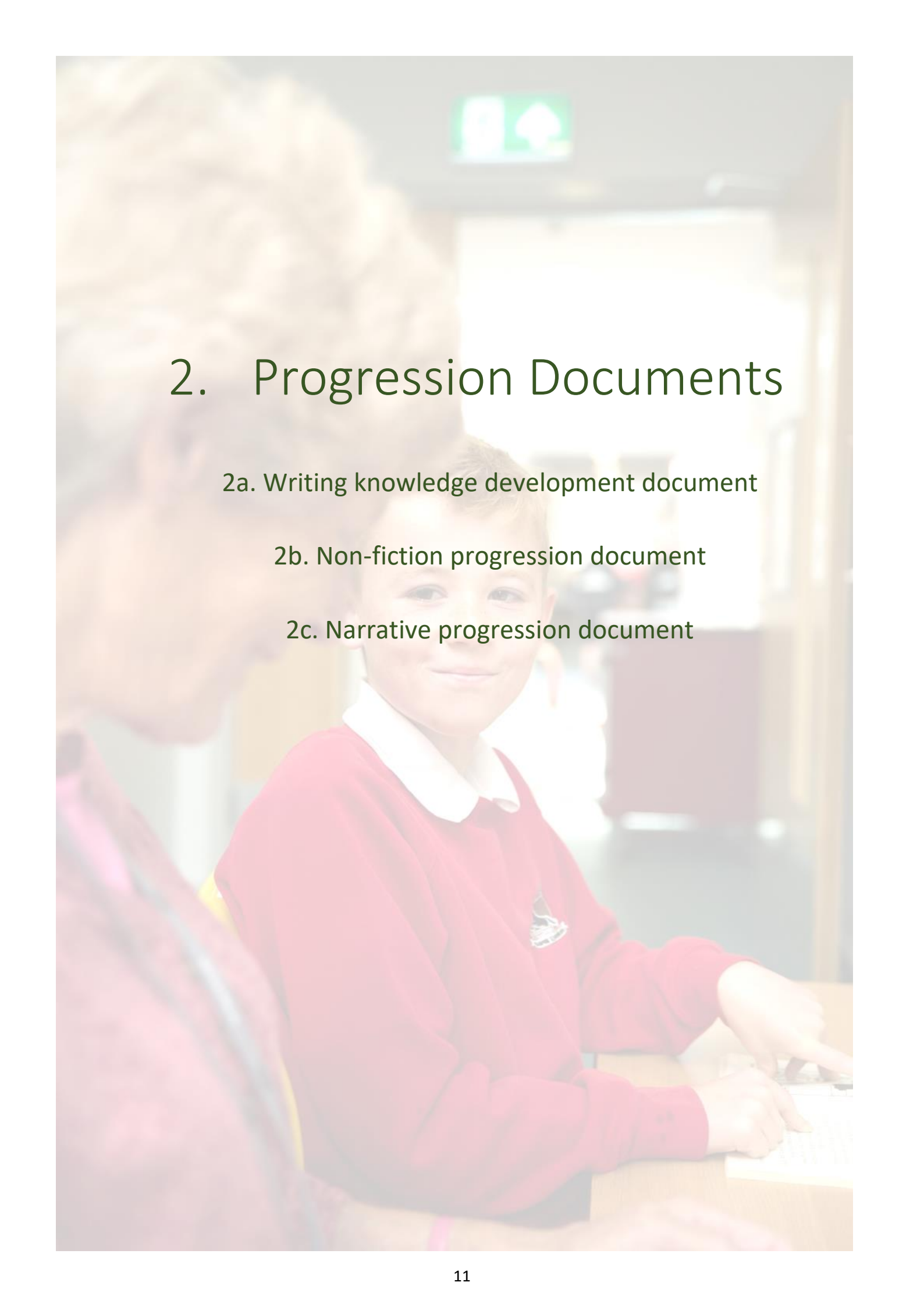
Reading Working Wall

As well as the Writing 'Working Wall', the children will also be able to refer to the Reading wall.

Key text:

An image of the key text for the unit is displayed, alongside the author's and illustrator's names and the genre. This remains on the wall for the duration of the unit. Once the unit is complete, the image is moved to the Reading Working Wall to build a visual record of all texts explored during the year.





2. Progression Documents

2a. Writing knowledge development document

2b. Non-fiction progression document

2c. Narrative progression document

2a. Writing Knowledge Development Document

Our writing curriculum is built upon the key knowledge outlined in the **National Curriculum for English**. Our **Writing Knowledge Development Document** breaks teaching and learning into twelve 3-week units of work, each centred around a high-quality picture book.

Teachers use this document when planning each Writing unit. It supports teachers in identifying the key grammar objectives for each unit, and outlines both short-burst and extended writing outcomes. It also ensures that the curriculum is delivered in full, that learning builds progressively in a logical sequence, and that children are taught how to write a variety of text types for different purposes – to entertain, to inform, to argue and to explain.

To further support grammar instruction, we use the **Leaf Small Steps Progression** to break down grammar objectives into smaller steps that can be taught across a series of lessons.

	Lights on Cotton Rock Revision of key knowledge from previous year group - Expanded noun phrases demarcated with commas, including use of power of 3 Sulwe Revision of key knowledge from previous year group - Conjunctions by type (and, but, or, so, because, when, as, if)	Once Upon A Tune Expand before the noun using adjectives and adverbs to create noun phrases. Fadya and the Song of the River Refine adjective choices in noun phrases to support meaning and avoid repetition. Use precise adjectives (e.g. crimson).	Marcey and the Riddle of the Sphinx Use and punctuate direct speech with inverted commas. The Barnabus Project Use conjunctions for cause (as, since).	Leon and the Place Between Use adverbs and preposition for place (beyond, under, where, in, above, next to). The Baker and the Sea Use conjunctions and adverbs for time (as, after, before, until, while, next, soon, always, eventually). (GD only – move the position of the conjunction, start and middle of sentences)	Stone Age Boy Use power of 3 with verbs. The Secret of Black Rock Use apostrophes for singular possession.	The Girl and the Dinosaur Use the progressive form of forms to show actions in progress. Mrs Noah's Pockets Revision of key knowledge from current year group - Use conjunctions, prepositions and adverbs for time, cause and place - Use noun phrases expanded with adjectives and adverbs
Writing outcomes	Lights on Cotton Rock Short Write: ENTERTAIN Setting description Longer Write: ENTERTAIN: Retelling a story	Once Upon A Tune Short Write: ENTERTAIN Character description Longer Write: ENTERTAIN Story innovation (different spell)	Marcy and the Riddle of the Sphinx Short Write: ENTERTAIN Conversation between Ra and Marcy Longer Write: ENTERTAIN Additional scene to include dialogue	Leon and the Place Between Short Write: ENTERTAIN Setting description (circus) Longer Write: ENTERTAIN Retelling of Abdul Kazzam show	Stone Age Boy Short Write: ENTERTAIN Setting description (village) Longer Write: ENTERTAIN: Narrative with an alternative ending	The Girl and the Dinosaur Short Write: ENTERTAIN Character description Longer Write: ENTERTAIN: Innovating a story
	Sulwe Short Write: ARGUE Invitation to a firework display Longer Write: ARGUE Persuasive letter to people of the Earth (treat Day and Night equally)	Fadya and the Song of the River Short Write: INFORM Diary entry Longer Write: EXPLAIN Instructions – how to make a musical instrument	The Barnabus Project Short Write: INFORM Newsround bulletin Longer Write: INFORM Non-chronological report – imperfect pets	The Baker and the Sea Short Write: INFORM Diary entry (in role as the baker / the baker's son) Longer Write: EXPLAIN Instructions – Recipe	The Secret of Black Rock Short Write: ARGUE Radio/TV advert for Black Rock Tours Longer Write: ARGUE Persuasive letter from Erin – tell the adults not	Mrs Noah's Pockets Short Write: INFORM Diary entry (in role as one of the creatures) Longer Write: INFORM Series of diary entries (in character as Mrs Noah)

Example – Year 3

	Black Dog Revision of key knowledge from previous year group Adverbs, prepositions and conjunctions for time/place Theseus and the Minotaur Use fronted adverbials for manner, place and time. Use commas to mark fronted adverbials.	The Wolves in the Walls Use and punctuate direct speech with inverted commas and other punctuation (e.g. commas, question marks, exclamation marks) to separate the direct speech from the reporting clause. Nour's Secret Library Use noun phrases expanded by the addition of prepositional phrases for place and prepositional phrases using 'with' <i>(GD only – prepositional phrases for time)</i>	Jemmy Button Use a variety of sentence types to create variety – consolidating and applying conjunctions previously learnt. The Great Kapok Tree Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions – introducing conjunctions for concession (although, even though) and comparison (however) in addition to application of previously learnt conjunctions.	The Rhythm of the Rain Use conjunctions in different places within a sentence – positioning the subordinate clause at the start or at the end. Use commas to mark subordinate clauses. The Cloud Tea Monkeys Use conjunctions in different places within a sentence – positioning the subordinate clause at the start or at the end. Use commas to mark subordinate clauses.	Escape from Pompeii Use adverbs for frequency and quantity. Paolo Refine the use of simple sentences according to audience and purpose (e.g. short sentences to create tension or to show surprise).	The Lost Happy Endings Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. The Lost Happy Endings Revision of key knowledge from current year group - Use fronted adverbials for manner, place and time - Use subordinating conjunctions - Use noun phrases - Speech
Writing outcomes	Black Dog Short Write: ENTERTAIN Setting description Longer Write: ENTERTAIN: Narrative retelling	The Wolves in the Walls Short Write: ENTERTAIN Conversation at the dinner table Longer Write: ENTERTAIN: Alternative narrative – to include dialogue	Jemmy Button Short Write: ENTERTAIN Character description Longer Write: ENTERTAIN: Retell the story from a different viewpoint	The Rhythm of the Rain Short Write: ENTERTAIN Setting description Longer Write: ENTERTAIN: Retelling from a different viewpoint	Escape from Pompeii Short Write: INFORM Newsround bulletin Longer Write: EXPLAIN: Instructions – How to escape from Pompeii	The Lost Happy Endings Short Write: ARGUE Wanted poster for the witch / Job advert for Jubb's assistant Longer Write: ENTERTAIN: Rewrite a fairy tale with an unhappy ending Or Write a prequel to tell the witch's backstory
	Theseus and the Minotaur Short Write: INFORM Diary in role Longer Write: INFORM: Non-chronological report – mythical creature	Nour's Secret Library Short Write: INFORM Eye-witness account Longer Write: INFORM: Series of diary entries (in character as Nour)	The Great Kapok Tree Short Write: ARGUE Radio/TV advert Longer Write: ARGUE: Persuasive letter (save the rainforest)	The Cloud Tea Monkeys Short Write: INFORM Postcard Longer Write: EXPLAIN: Instructions – How to make the perfect cup of tea	Paolo Short Write: ENTERTAIN Character description Longer Write: ENTERTAIN: New version with different characters/setting	Until I Met Dudley Short Write: ARGUE Advert Longer Write: EXPLAIN: Simple explanation of how an everyday object works

Example – Year 4

The Knowledge Development Document also includes the overarching key prior knowledge and key new knowledge for each year group that should be included across the year. Some examples of this include:

- Text types and purposes
- Transcriptional and organisational skills
- Planning for writing
- Editing
- Revising
- Tense and verb forms
- Cohesion

Year 2	Key prior knowledge	write sentences by saying out loud what they are going to write. Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense. Consistently punctuate sentences with a capital letter and a full stop. Use capital letters for proper nouns. Punctuate sentences with a question mark and an exclamation mark. Use 'and' to join words and simple sentences.
	New knowledge	Plan or say out loud what they are going to write about. Write down ideas and/or key words, including vocabulary. Encapsulate what they want to say, sentence by sentence. Re-read to check that their writing makes sense. Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation. Evaluate their writing with the teacher and other pupils and make improvements to clarify the meaning and sense. Read aloud what they have written with appropriate intonation to make the meaning clear. Use the present and past tenses mostly correctly and consistently. Write sentences with different forms: statements, questions, commands and exclamations. Write narratives about the experiences of others (real or fictional). Write about real events, recording these simply and clearly. Write for different purposes – to entertain, to inform, to explain, to argue. Write poetry.

Example – Year 2

Year 5	Key prior knowledge	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (for example headings and sub-headings). In narratives, create settings, characters and plots. Use noun phrases expanded by the addition of modifying determiners, adjectives, nouns and prepositional phrases. Use commas after fronted adverbials. Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, in different places within a sentence – positioning the subordinate clause at the start and at the end.
	New knowledge	Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience for and purpose of the writing, selecting the appropriate form. Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Recognise vocabulary and structures that are appropriate for formal speech and writing. Ensure the consistent and correct use of tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Revise and edit their writing in relation to the Year 5 grammar and spelling expectations. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describe and develop settings and characters. In narratives, integrate dialogue to show the relationship between characters. In narratives, integrate dialogue to move the action on. Use a wide range of devices to build cohesion across the text (e.g. adverbs, adverbial phrases, pronoun chains, conjunctions) Use a wide range of devices to build cohesion within a paragraph (e.g. conjunctions, consistent tense and person). Use further organisational and presentational devices to text and to guide the reader (e.g. headings, bullet points, underlining).

Example – Year 5

2b. Non-fiction Progression Document

The ability to read and comprehend non-fiction is a vital life skill. News articles, adverts, brochures, leaflets, letters, manuals, guides and recipes – to name a few – are all examples of everyday texts that we engage with to answer questions, stay informed, and find the information we need.

Understanding non-fiction is also a key component of the wider curriculum. Children who become confident readers and writers of non-fiction can access subject-specific content more easily, helping them to build knowledge and make connections with previous learning., which ultimately often leads to academic success.

As Alex Quigly (2018) notes, *‘The vocabulary and style of fiction is typically very different to many of the non-fiction informational texts so commonly read in the school curriculum.’* Recognising and using the features of writing to **inform**, **argue** and **explain** is therefore an essential skill.

We have carefully mapped both short-burst and extended writing outcomes for each year group to ensure that children are explicitly taught how to write for a range of purposes and audiences, and how to produce a variety of text types and forms.

	Writing to Inform	Writing to Argue	Writing to Explain
Year 1	Fact-file Postcard Recount Letter in character	Simple advert Persuasive letter in character Missing/Wanted poster	Recipe Instructions
Year 2	Recount Non-chronological report Diary Historical report	Missing poster Advert Persuasive letter	Recipe Instructions
Year 3	Diary Newsround bulletin Non-chronological report Series of diary entries	Invitation Persuasive letter Radio/TV advert	Recipe Instructions
Year 4	Non-chronological report Eye-witness account Series of diary entries Postcard	Radio/TV advert Persuasive letter Job advert	Recipe Instructions Simple explanation
Year 5	Eye-witness account Police incident report Travel journal entries Fact-file Diary Non-chronological report	Leaflet Travel brochure Job application Persuasive letter	Survival guide How to ...
Year 6	Fact-file Non-chronological report Newsround bulletin Letter in role	Job advert Persuasive letter Balanced argument / Discussion Persuasive speech	How to ...

The **Non-fiction Progression Document** outlines the language, organisational and grammatical features that children are expected to identify and use in each extended non-fiction writing outcome. This document ensures that learning builds progressively year-on-year.

Teachers use the document when creating an **Example of Excellence**, ensuring that all key features are evident for children to identify and discuss during the Text Analysis lesson. These features form the basis of the **Writer's Toolkit**, which is regularly referenced throughout the planning, modelling and revising of non-fiction writing.

		Non-fiction outcome Extended writing outcomes for each unit	Language and organisational features	Grammatical features Highlighted grammar is newly taught within unit of work
Year 1	Term 1 One Day on our Blue Planet ... in the Savannah	INFORM Fact-file (The savannah) Fact-file (African animals)	Simple present tense Third person <u>Possible sentences for transcription</u> <i>The savannah is hot.</i> <i>The grass is long.</i> <i>The sun is fiery and red.</i> <i>Lions eat meat.</i> <i>Lions sleep at night.</i> <i>Lions live in a pride and they hunt.</i>	Spell words by identifying sounds in theme and representing the sounds with a letter or letters. Consistently punctuate sentences with a capital letter and a full stop.
	Term 2 Biscuit Bear	EXPLAIN Instructions (biscuit recipe)	Simple present tense Second person <u>Possible sentences for transcription</u> <i>Put the flour in the bowl.</i> <i>Mix the butter and sugar together.</i> <i>Beat the eggs.</i> <i>Mix everything together.</i> <i>Roll the dough to make it flat and thin.</i> <i>Cut the dough into shapes.</i> <i>Put the shapes onto a tray.</i> <i>Put the baking tray in the oven.</i>	Spell words by identifying sounds in theme and representing the sounds with a letter or letters. Consistently punctuate sentences with a capital letter and a full stop. Use 'and' to join words.
	Tree	INFORM Postcard from one of the pages in Tree	Simple present tense First person <u>Possible sentences for transcription</u> <i>I like the tree in spring.</i> <i>The flowers are growing.</i> <i>Squirrels and foxes are playing.</i> <i>The sun is bright and warm.</i>	Spell words by identifying sounds in theme and representing the sounds with a letter or letters. Consistently punctuate sentences with a capital letter and a full stop. Use 'and' to join words.

Example – Year 1

	Term 2 The Phone Booth in Mr Hirota's Garden	ARGUE Leaflet for the phone booth Teacher EpE: Leaflet for performance (The Man Who Walked ...) Travel brochure for Otsuchi Teacher EpE: Travel brochure for New York	Simple present tense Second person Clear viewpoint Effective ordering of main points Use of statistics and quotes to support points Repetition for effect Rhetorical questions Emotive or boastful language Simple psychology to appeal to the reader	Use conjunctions in different places within a sentence – positioning the subordinate clause at the start or at the end. Expand before the noun using adjectives and adverbs to create noun phrases. Use conjunctions and adverbs for cause (because, so, as, since). Use adverbs for frequency and quantity Use modal verbs or adverbs to indicate degrees of possibility.
	Term 3 Shackleton's Journey	EXPLAIN Instructions – Survival Guide (Ocean Camp) Teacher EpE: Survival Guide (journey to Antarctica)	Simple present tense Second person Chronological order Appropriate title (e.g. How to...) Equipment list Organisation using bullet points/numbers – short, cohesive paragraphs for each instruction Subject-specific vocabulary Direct appeal to the reader through warnings, additional advice, suggestions, persuasion or encouragement Rhetorical questions Maintain the chosen level of formality throughout the text	Use adverbs to express manner. Expand before the noun using adjectives and adverbs to create noun phrases. Refine adjective choices in noun phrases to support meaning and avoid repetition. Use conjunctions and adverbs for time (as, after, before, until, while, next, soon, always, eventually), place (beyond, under, where, in, above, next to) and cause (because, so, as, since). Use conjunctions in different places within a sentence – positioning the subordinate clause at the start or at the end. Use adverbs for frequency and quantity. Cohesion within and between paragraphs.

Example – Year 5

2c. Narrative Progression Document

Stories are an integral part of the human experience: they help us make sense of the world, connect with others, and explore our emotions. They can transport us to other worlds, take us on extraordinary journeys and broaden our understanding of cultures and perspectives beyond our own.

We have carefully mapped both short-burst and extended writing outcomes for each year group to ensure that children are explicitly taught how to craft narrative texts.

Our **Narrative Progression Document** outlines the development of key narrative elements – character, setting, plot and dialogue – across year groups. This ensures a coherent and cumulative approach to learning. Children have regular opportunities to explore these elements both in isolation and within longer, cohesive texts.

Teachers use this document when creating an **Example of Excellence**, highlighting the key focus of the narrative. These examples are used during **Text Analysis** lessons, allowing children to identify, discuss and internalise narrative styles for use in their own writing.

Year 1

Characterisation	Setting	Plot
Their sentences have a 'main character'. Ongoing Describe a character with a noun phrase using one adjective. First introduced – Term 1 Simple descriptions using 'and' to join clauses. First introduced – Term 3	Say where the story is taking place. First introduced – Term 1 Describe a setting with a noun phrase using one adjective. First introduced – Term 2 Simple descriptions using 'and' to join clauses. First introduced – Term 3	Learn and orally rehearse known stories. Ongoing Write a series of linked sentences. Term 1 – Giraffes Can't Dance Term 2 – Supertato Term 5 – Captain Toby Orally retell their own stories. Term 6 – Innovating
'The big dragon has a long tail and sharp claws.'	'The dragon lives in a dark cave and the cave is on a hill.'	'The dragon flew to the town. It took the prince and it flew away. The prince was gone.'

Example – Year 1

Year 4

Characterisation	Dialogue	Setting	Plot
Use fronted adverbials for manner to describe character's actions. First introduced – Term 1 Use noun phrases with post-modification to add description detail. (prepositional phrase) First introduced – Term 2 Describe character's actions and mannerisms First introduced – Term 3	Use the reporting clause before or after direct speech. First introduced – Term 2 Use speech to show the relationships between characters. First introduced – Term 2	Use all 5 senses to support description. First introduced – Term 1 Use noun phrases, post-modified with prepositional phrases to add detail. First introduced – Term 2 Describe the time, place and weather. First introduced – Term 4 Describe the relationship between the setting and the character e.g. physical and emotional impact of the setting. First introduced – Term 6	Experiment with different ways to start and end stories. Separate the solving of the problem and the ending of the story. Link the end to the opening if appropriate.
The dragon's nostrils flared as the rage consumed him. Threateningly, the dragon with a very fiery temper swooped over the village.	"Why won't anyone play with me?" the dragon whined with tears rolling down its cheeks. The girl sighed sympathetically, "Because you keep setting things on fire."	As the sun set over the mountain, the darkness enveloped the cave with the dragon feeling small and alone inside.	

Example – Year 4

Characterisation

Characterisation is a key element of any story. Creating believable and relatable characters is essential for engaging the reader. Understanding different character types (such as protagonist and antagonist, foil and confidante) can support children in developing a varied and well-rounded cast in their writing.

Setting

The setting provides the context in which the story unfolds. While characters and plot are in the foreground, the setting forms the backdrop, offering vital information that helps to establish mood and atmosphere. It can also reflect or reinforce other aspects of the narrative. Setting comprises three essential elements: time, place, and environment.

Dialogue

Dialogue is the written conversation between two or more characters and is a distinctive feature of narrative writing. It is a powerful tool for revealing character and advancing the plot. To be effective, dialogue must serve a clear purpose and contribute meaningfully to the story.

Plot

The plot is the sequence of events that make up the story, and the structure is the way those events are organised. The plot acts as a framework, connecting key elements such as character, setting, conflict, and theme. For many children, keeping the plot simple can be the key to success—it reduces cognitive load and allows them to focus more effectively on transcription and other compositional skills.

Christopher Booker (2005) argues that *“all stories fall into one of seven archetypal plots:”*

- Overcoming the monster
- Rags to riches
- The quest
- Voyage and return
- Comedy
- Tragedy
- Rebirth

3. Writing Teaching Sequence

3a. Writing teaching sequence in EYFS

3b. Writing teaching sequence in Y1

3c. Writing teaching sequence in Y2-Y5

3d. Writing teaching sequence in Y6

3e. Developing transcriptional skills through dictation in EYFS and Y1

3a. Writing Teaching Sequence in EYFS

In EYFS, the focus for children's writing is on developing fluency with core transcriptional skills – letter formation, segmenting and spelling words, and accurately punctuating simple sentences with capital letters and full stops.

Each week begins with the introduction of a key text or stimulus for writing. Rich book talk and oracy are used to immerse children in the story or theme. During whole-class teaching, the teacher models how to write words, captions or simple sentences. Children participate in an adult-led writing group once each week, following the approach outlined in *section 3e*. In addition, opportunities for independent writing are carefully planned for as part of continuous provision, with adults actively encouraging and supporting writing during child-initiated activities. Writing is also taught and practised daily during phonics lessons.

3b. Writing Teaching Sequence in Year 1

Throughout the year in Year 1, the teaching sequence evolves to reflect a more formal curriculum and increasing independence in writing. Dictation continues to be used, as outlined in *section 3e*, to develop children's transcriptional skills.

Terms 1 and 2

In Terms 1 and 2, writing instruction begins with whole-class modelling, followed by small-group writing sessions. Two or three groups write, with an adult, each day, ensuring all children produce two written outcomes per week. These sessions focus on dictated sentences to secure key transcriptional skills and support the application of newly taught phonics for spelling.

When not participating in adult-led writing groups, children continue to develop their writing skills through carefully planned continuous provision opportunities, supported by an adult where possible.

Three-Week Teaching Sequence – Year 1, Terms 1-2		
Week 1	Week 2	Week 3
1) Read and discuss key text	1) Short-burst write – outcome 1	1) 'Extended' write – part 1
2) Develop understanding of the key text (sequencing, labelling, vocabulary etc).	2) Short-burst write – outcome 1	2) 'Extended' write – part 1
3) Develop understanding of the key text (sequencing, labelling, vocabulary etc.)	3) Short-burst write – outcome 2	3) 'Extended' write – part 2
4) Develop understanding of the key text (sequencing, labelling, vocabulary etc.)	4) Short-burst write – outcome 2	4) 'Extended' write – part 2
5) Oracy based on key text	5) Discrete transcription teaching based on outcomes from short-burst write	5) Discrete transcription teaching based on outcomes from 'extended' write

Terms 3 and 4

In Terms 3 and 4, writing instruction continues to begin with whole-class modelling. As children become more independent in their writing, they begin working in larger groups. Dictation remains a key strategy to support the development of transcriptional skills and the application of newly taught grammar to their writing.

When not writing in a group, children further develop their skills through carefully planned continuous provision opportunities, supported by an adult where possible.

During term 4, teachers identify children that have potential to meet the Greater Depth standard in their writing. These children are provided with more opportunities for independent writing, enabling them to draw on their reading and begin to manipulate the language and grammar of the Year 1 curriculum.

Terms 5 and 6

By Terms 5 and 6, a whole-class model of writing is adopted. Following teacher input, all children write independently, with targeted adult support provided to focus groups of individuals as needed.

Three-Week Teaching Sequence – Year 1, Terms 5-6		
Week 1	Week 2	Week 3
1) Read and discuss key text 2) Identify and use new vocabulary 3) Develop understanding of the key text 4) Develop understanding of the key text 5) Oracy based on key text	1) Generate ideas for short-burst write, based on illustration 2) Short-burst write 3) Short-burst write 4) Short-burst write 5) Discrete grammar teaching based on outcomes from short-burst write	1) Oral rehearsal in preparation for extended writing 2) Extended write 3) Extended write 4) Extended write 5) Spelling / Editing HRS words in long write

3c. Writing Teaching Sequence in Year 2 – Year 4

In Years 2 – 4, each unit of Writing follows the same 3-week teaching sequence, with three stages:

Stage 1: Familiarisation with key text

Stage 2: Focused grammar teaching (one key objective taught through a small-step progression)

Stage 3: Extended writing

Three-Week Teaching Sequence – Year 2-Year 4		
Week 1	Week 2	Week 3
1) Read and discuss key text 2) Identify, address and use new vocabulary 3) Story mapping/ summarising 4) Short-burst Write (slow and in stages) 5) Grammar teaching: sentence combining	1) Grammar teaching: sentence stems 2) Grammar teaching: sentences based on the book 3) Short-burst Write 4) Editing 5) Text Analysis	1) Plan long write 2) Long write 3) Long write 4) Long write 5) Editing and Redraft

Stage One: Familiarisation with Key Text

Lesson	Content
Lesson One Book Immersion	• Introduction to new text – including title, author, illustrator, genre • Modelled and shared reading of new text • Book Talk including vocabulary • Discussion of character/setting/plot • Likes, Dislikes, Patterns, Puzzles
Lesson Two Vocabulary	• Re-read key text with a focus on new vocabulary • Use new vocabulary in context (e.g. cloze activity)
Lesson Three Developing understanding of key aspect	• Story mapping / Five-finger retell – Setting, Character, Problem, Events, Solution / 100-word summary (FICTION) • Focus on a specific part of the story that will inspire NON-FICTION writing – through discussion, role-on-the-wall, note-taking
Lesson Four Short burst write (slow and in stages)	• Slow write using previously taught grammar • Secretarial edit throughout • Focus on applying previously taught grammar as well as accuracy with transcriptional skills

Stage Two – Focused Grammar Teaching, Short-burst Writing, Editing

Lesson	Content
Lesson Five Discrete grammar teaching: Sentence combining/Cloze activity	• Prior grammar knowledge (Show Me) • New grammar vocabulary (using grammar glossary) and new grammar learning – what it is and how it's used • Read, find and discuss grammar examples (use or adapt class book) • Sentence combining or adding new grammar to sentences (I do, We do, You do) • Secretarial edit
Lesson Six Discrete grammar teaching: Sentence Stems	• Prior grammar knowledge (Quizzing) • New grammar vocabulary (using grammar glossary) and new grammar learning • Read, find and discuss grammar examples (use or adapt class book) • Sentence stems (I do, We do, You do) • Secretarial edit

Lesson Seven Discrete grammar teaching: Sentences based on illustration	• Prior grammar knowledge (Show Me) • New grammar vocabulary (using grammar glossary) and new grammar learning • Discussion around an illustration from the key text • Write sentences with the new grammar (I do, We do, You do) – based on illustration – to use in next lesson
Lesson Eight Short-burst writing using new grammar	• Prior grammar knowledge (Quizzing) • New grammar vocabulary (using grammar glossary) • Discussion around an illustration from the chosen text • Short burst writing to include new grammar (see live modelling guidance) – using ideas generated in previous lesson • Secretarial edit
Lesson Nine Editing short-burst writing	• Edit short burst writing – following editing lesson structure guidance

Stage Three – Text Analysis, Planning, Extended Writing, Redrafting

Lesson	Content
Lesson Ten Text Analysis	• Read, analyse and discuss Example of Excellence – following codified approach • Create Writers' Toolkit and add to teaching flipchart and working wall
Lesson Eleven Planning	• Plan writing – using an appropriate scaffold / template • Orally rehearse using planning and edit plans as needed
Lesson Twelve Extended writing	• Orally rehearse using planning • Modelling of using plan to write (see live modelling guidance) • Write first section of extended outcome – using features identified in Writers' Toolkit • Secretarial edit
Lesson Thirteen Extended writing	• Secretarial edit from previous lesson • Orally rehearse using planning • Modelling of using plan to write (see live modelling guidance) • Write second section of extended outcome using features identified in Writers' Toolkit • Secretarial edit
Lesson Fourteen Extended writing	• Secretarial edit from previous lesson • Orally rehearse using planning • Modelling of using plan to write (see live modelling guidance) • Write final section of extended outcome using features identified in Writers' Toolkit • Secretarial edit
Lesson Fifteen Redrafting	• Secretarial edit • Redraft - see progression, using the acronym MARC to redraft a sentence/paragraph/section

3d. Writing Teaching Sequence in Year 5

In Y5, the 3-week teaching sequence outlined above is followed during Terms 1-4.

We are aware that Year 5 has a lot of content to teach and therefore, it is important that the children are given the time to ensure that they are applying their new learning accurately. They are given extra editing and redrafting sessions in week 3.

Week 3
1) Plan extended writing
2) Extended writing
3) Extended writing
4) Editing and redrafting one part
5) Double check editing and redrafting another part.

3e. Writing Teaching Sequence in Year 6

In Y6, the 3-week teaching sequence outlined above is followed during Terms 1-3.

From Term 4, once children are secure in the full Key Stage 2 writing curriculum, the focus shifts to applying their knowledge across a range of text types. They are taught to manipulate language and grammar to suit different purposes, audiences, forms and formalities. Writing continues to be rooted in a key text, but there are more frequent opportunities for extended writing, with increased emphasis on editing and revising.

Once children have been immersed in the key text for each unit, the teaching sequence is as follow:

Weekly Teaching Sequence – Year 6, Terms 4-6	
Day 1	Text Analysis
Day 2	Plan writing
Day 3	Writing
Day 4	Writing
Day 5	Editing / Revising

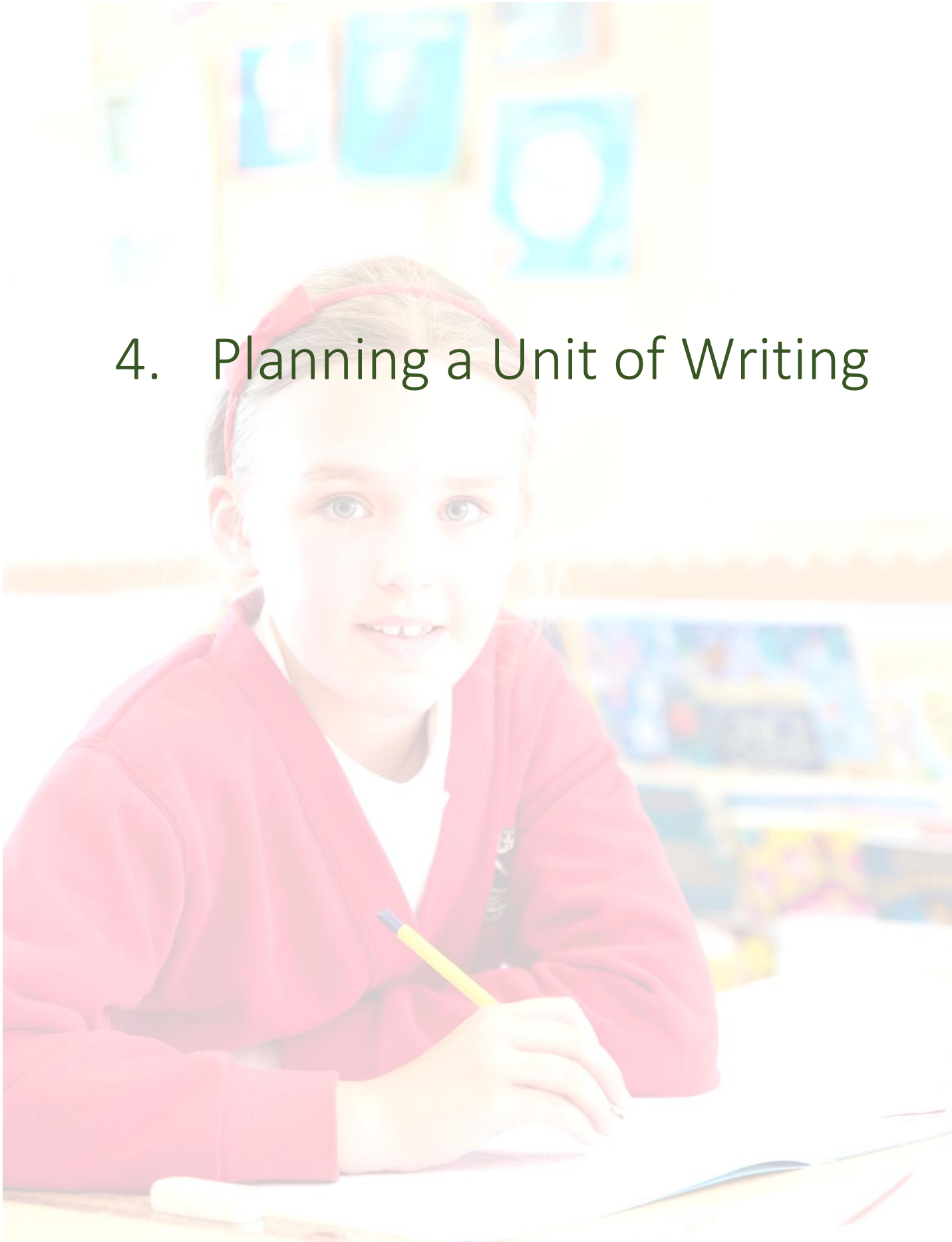
3f. Developing Transcriptional Skills through Dictation in EYFS and Y1

Building fluency in foundational knowledge enables children to succeed and, in turn, grow in confidence. To write effectively, children must first be able to compose orally, as well as spell, form letters accurately, and use punctuation correctly.

In Reception and Year 1, we prioritise the teaching of these core transcriptional skills through adult-led dictations. The table below outlines our term-by-term approach to developing these skills, showing how we gradually move from dictated sentences towards independent writing.

Reception		
Term	Provision	Key skills to target
Term 1	Groups of up to 6 mixed ability children working with teacher once per week Using an image or idea from key text as stimulus for writing Dictated throughout Terms 1-4, beginning to form own sentences from Term 5 onwards if appropriate	- Initial sounds (single-letter graphemes) - Letter formation
Term 2		- Orally segmenting CVC words containing taught sounds - Building with magnetic letters then writing into books - Letter formation
Term 3		- Orally segmenting CVC words containing taught sounds - Writing CVC words with greater independence - Letter formation
Term 4		- Oral rehearsal of a simple sentence - Segmenting and writing CVC words containing taught sounds - Letter formation - Writing a simple sentence with capital letter and full stop - Spelling of HRS words within a simple sentence
Term 5		- Oral rehearsal of simple sentences - Segmenting and writing CVC, CCVC, CVCC, CCVCC words containing taught sounds - Letter formation - Writing 1-4 simple sentences with capital letter and full stop – begin to generate own sentence within this where appropriate - Spelling of HRS words within simple sentences
Term 6		- Generating simple sentence(s) with increasing independence - Segmenting and writing a variety of words - Letter formation - Holding and writing own simple sentences - Spelling of HRS words within simple sentences

Y1		
Term	Provision	Key skills to target
Term 1	Groups of 6 mixed ability children working with teacher twice per week (2 groups per day)	Dictated: - Writing 1-4 simple, related sentences with capital letter and full stop - Using Phase 5 GPCs as they have been learnt - Choosing 'best bet' grapheme (e.g. ai/ay) through modelling - Letter formation - Spelling of HRS words within simple sentences
Term 2		Dictated: - Writing 1-4 simple, related sentences with capital letter and full stop - Using Phase 5 GPCs as they have been learnt - Choosing 'best bet' grapheme (e.g. ai/ay) with increasing independence - Letter formation - Spelling of HRS words within simple sentences - Using 'and' to join words
Term 3	Class split in half – half in provision, half writing with adults supporting All children writing every day Children to write based on modelling and discussion during input	- Dictated sentences for targeted group; On-Track children writing with increasing independence (e.g. dictate sentence stem for children to complete) - Oral rehearsal used to support 'hold a sentence'; Sentence stems provided where appropriate - Writing 1-4 simple, related sentences with capital letter and full stop - Writing questions with a question mark - Choosing 'best bet' grapheme (e.g. ai/ay) - Letter formation - Spelling of HRS words within sentences - Using 'and' to join words and main clauses
Term 4		- Dictated sentences for targeted group; On-Track children writing with increasing independence - Writing 1-4 simple, related sentences with capital letter and full stop - Writing questions with a question mark - Capital letters for proper nouns - Choosing 'best bet' grapheme (e.g. ai/ay) - Letter formation - Spelling of HRS words within sentences - Spelling of plurals (-s and -es) and words with suffixes -er and -est - Using 'and' to join words and main clauses
Term 5	Whole class writing at the same time Adult-led groups as needed Children to write based on modelling and discussion during input	- Dictated sentences for targeted group if needed; On-Track children writing with increasing independence - Writing a series of linked sentences with capital letters, full stops, question marks and exclamation marks (where needed) - Capital letters for proper nouns - Choosing 'best bet' grapheme (e.g. ai/ay) - Letter formation - Spelling of HRS words within sentences - Spelling of plurals (-s and -es) and words with suffixes -er -est -ing -ed - Using 'and' to join words and main clauses - Writing '2A' sentences (Term 6)
Term 6		



4. Planning a Unit of Writing

4. Planning a Unit of Writing

The Knowledge Development document (2a) and set slide-decks are used to support teachers in planning their units of writing. Each unit of work is based upon a key text and typically lasts three weeks.

When planning a unit of writing, teachers refer to the school's **Writing Knowledge Development Document**, which outlines the following elements to be included in unit plans:

- Key text
- Writing objectives
- Writing outcomes
- Key vocabulary

Teachers must also identify and record appropriate adaptations for children with EHCPs, those receiving SEN Support, and any children deemed 'off track' in writing.

ENGLISH – Year 5	Class: Poplar/ Rowan	Book – Gender Swapped Fairy Tales	Term 1 Week 4 - 6
Outcome: Narrative (character focussed) Purpose: Entertain Audience: Child who wants to be entertained Form: Narrative			Purpose: Write a cohesive story showing foreshadowing
YEAR 5 WRITING AREs (for assessment)/ NON-NEGOTIABLES			
Working at the Expected Standard • Write effectively for a range of purposes and audiences, selecting language and formality that shows awareness of the reader. • Develop settings & characters in narrative e.g. describing characters' reactions and motives. • Use dialogue in narrative to show the relationship between characters. • Use dialogue in narrative to move the action on. • Use relative pronouns (that, which, who, whom, whose) to create relative clauses. • Use modal verbs e.g. could, couldn't, should, will, may to indicate degrees of possibility. • Use adverbs e.g. possibly, certainly, perhaps, surely to indicate degrees of possibility. • Write sentences with the subordinate clause at the start, middle and end of the sentence. • Use the perfect form of verbs to mark relationships of time and cause • Use tense consistently and correctly throughout their writing. • Use a range of devices to build cohesion within and across paragraphs e.g. consistent person; pronoun chains; range of conjunctions; adverbials; repetition for effect. • Use organisational and presentational devices to structure text and to guide the reader e.g. bullet points, diagrams, pictures, font size and type. • Use commas to mark subordinate and relative clauses • Begin to use brackets to mark parenthesis • Begin to use dashes to mark parenthesis • Begin to use commas to mark parenthesis. • Spell many words from the Y5/6 spelling list correctly Green = secure Yellow = developing Blue = teaching this term (for evidence) Working at the Greater Depth Standard • Use expanded noun phrases to convey complicated information concisely e.g. several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all. • Use commas to clarify meaning or avoid ambiguity e.g. The dragon, who had golden scales, flew across the sky. The dragon who had golden scales, flew across the sky. • Maintain the quality and accuracy of their writing when writing at greater length.			Key Grammatical Skill from the Knowledge Development Document Revision of key knowledge from previous year groups - Complex sentences using <i>because, as, when, until, while, if, although</i> Greater depth opportunity – small steps document – conjunctions and clauses 'introduce the co-ordinating conjunctions use of <i>for</i> and <i>nor</i>'

Example of unit plan top-sheet

Once teachers have established the overarching ideas for the unit, they then plan each individual lesson in greater detail. For each lesson, the following elements are considered:

- WALT
- Writing objectives covered in the lesson
- Prior knowledge check
- New learning (including the use of vocabulary from the grammar glossary)
- Modelling (*I Do*)
- Shared writing (*We Do*)
- Independent activity (*You Do*)
- SEND provision or adaptive practice

WEEK ONE		
Teaching Sequence	WALT & success:	Input and Activities (<i>Meeting the needs of all</i>)
Read and discuss key text	COVER PAGE in the book – book cover, author picture, genre	Gender – swapped fairytales Book immersion – how the gender swapping works – what's the concept? Anthology – NEW WORD Read the whole story – ½ an hour - QUESTIONS
Identify, address and use new vocabulary		ORACY BASED LESSON Old-fashioned language Look at language in context – how can I figure out what a word means by looking at the words around it? Using that language in speech – oracy
Story mapping/ summarising		Focussing on one story - Little red riding hood - Put pictures in order - Summarise a picture per table - Retell the story across the class going table by table - Freeze frames - Emotion graph - How does the author show the changes in emotion? - How do the characters react to different events? What does this tell us about them? (One for wolf and one for the boy)
<u>Short-burst</u> write and edit	WALT: Write to entertain – a character profile using adverbials and expanded noun phrases	Character profile (goodie) – On Little Red Look in TEACHER GO TO – Fiction – Narrative progression document (term 1)
Editing short write first then Grammar teaching: sentence combining	Short date and 'Edit' in the margin WALT: Write complex sentences	Main clause – Subordinate conjunction – subordinate clause Subordinate conjunction – subordinate clause- comma – main clause Children given all parts of the sentence to combine I do – modelling putting sentences together We do (whole class) - Human sentences – all parts given We do (pairs) - whiteboard

Unit plans are completed and uploaded to the shared drive, in advance of teaching, ensuring that support staff can access them and understand their roles in the lesson ahead of time.

5. Live Modelling of Writing

5a. Live modelling of writing in EYFS

5b. Live modelling of writing in Y1

5c. Live modelling of writing in Y2

5d. Live modelling of writing in LKS2

5e. Live modelling of writing in UKS2

5f. Live modelling of writing in Resource Base

5a. Live Modelling of Writing in EYFS

Resources	Pencil Sound mat Harder to Read and Spell word mat
Beginning the writing	Check posture, writing position and pencil grip Orally construct the sentence and count number of words on fingers “My first word is ...” “I need to start my sentence with a capital letter.”
Key ‘think alouds’	Re-read the sentence from the beginning after writing each word, use fingers to count the words and identify which word comes next
Spelling	Include Harder to Read and Spell words from Phase 2 and Phase 3. Refer to these by letter names when writing Look for opportunities to include recently-taught GPCs within words Model segmenting of the majority of words using ELS spelling sequence
Handwriting	Make use of ELS letter formation rhymes/mnemonics Be explicit about where the parts of the letters are written in relation to the line Model use of finger spaces
Possible deliberate mistakes	Missing capital letter or full stop Lack of clear finger spaces Choosing the incorrect digraph (towards the end of the year)
Children’s involvement	Take suggestions from children when forming sentence Oral rehearsal – repeat the sentence back once teacher has constructed Segmenting actions (ELS spelling sequence) Re-read sentence together – teacher points to each word and children read aloud Identifying mistakes

5b. Live Modelling of Writing in Year 1

Resources	Pencil Sound mat that includes alternative graphemes Harder to Read and Spell word mat / Word Bank related to key text Visualiser / Flipchart
Beginning the writing	Check posture, writing position and pencil grip Orally construct the sentence and repeat aloud until sentence is held securely – use of Colourful Semantics to ensure sentence has a subject (who) and a verb (what doing) “I need to start my sentence with a capital letter.”
Key ‘think alouds’ - Spelling - Handwriting - Punctuation	Identify parts of the sentence as they are written (subject, verb) Consider word choices as we write Explicitly refer to taught grammar (e.g. “I’m going to use ‘and’ to join these two ideas together.”)
Spelling	Include Harder to Read and Spell words and Y1 Common Exception Words Look for opportunities to include recently-taught GPCs within words Model segmenting unfamiliar words using ELS spelling sequence
Handwriting	Make use of ELS letter formation rhymes/mnemonics Be explicit about where the parts of the letters are written in relation to the line – refer to ascenders and descenders Model use of finger spaces
Possible deliberate mistakes	Missing capital letter or full stop Lack of clear finger spaces Incorrect spelling of Harder to Read and Spell words / Common Exception Words Choosing the incorrect GPC to represent a sound (e.g. ‘ai’ at the end of a word)
Children’s involvement	Take suggestions from children when forming sentences Oral rehearsal – repeat the sentence back once teacher has constructed Segmenting actions (ELS spelling sequence) Re-read sentence together – teacher points to each word and children read aloud Identifying and correcting mistakes

5c. Live Modelling of Writing in Year 2

Resources	Pencil, rubber Sound mat that includes alternative graphemes Harder to Read and Spell word mat / Word Bank related to key text Visualiser / Flipchart paper
Beginning the writing	Check posture, writing position and pencil grip Orally construct the sentence “I need to start next to the margin.” “I need to start my sentence with a capital letter.”
Key ‘think alouds’ - Spelling - Handwriting - Punctuation	Identify parts of the sentence as they are written (subject, verb) Consider word choices as we write Explicitly refer to taught grammar (e.g. “I’m going to use ‘because’ to extend my sentence and tell my reader why this happened.”)
Spelling	Include Harder to Read and Spell words and Y1/Y2 Common Exception Words – refer to learning wall/word mat to spell these correctly Include words that use recently taught spelling rules/patterns Include words that use vowel sounds which children are using incorrectly (e.g. ‘ee’ or ‘y’ at the end of adjectives). Model using the sound chart to identify possible spellings and discuss most likely choice Be explicit about words that are likely to be repeated throughout the writing (e.g. characters’ names)
Handwriting	Model joined handwriting and be explicit about letter formation within this Be explicit about which letters are being joined and why
Possible deliberate mistakes	Missing punctuation Choosing the incorrect GPC to represent a sound (e.g. ‘ai’ at the end of a word) Missing words within sentences, sentences that do not contain a verb
Children’s involvement	Word choices – children to orally suggest vocabulary at key points in the sentence (e.g. adjectives) Identifying and correcting errors – children to write correct spellings on mini whiteboards Re-read sentence together – teacher points to each word and children read aloud

5d. Live Modelling of Writing in Lower Key Stage 2

Resources	Visualiser / Flipchart paper Word mat / Sound chart
Beginning the writing	"I'm starting next to the margin and my sentence is going to start with a capital letter." Orally construct sentence to include key grammar focus
Key 'think alouds' - Spelling - Handwriting - Punctuation	Identify parts of the sentence as they are written (e.g. fronted adverbial, subordinate clause) Verbalise word/phrase choices and the effect they will have on the reader
Spelling	Include words from KS1 and LKS2 spelling curriculum, model where to find spelling of these words Include words which contain recently taught spelling rules/patterns and explicitly narrate the rule we need to apply Model using sound chart when using phonics
Handwriting	Model cursive handwriting including starting each word with the lead-in on the line Explicitly verbalise how/where to join the letters
Possible deliberate mistakes	Missing punctuation relevant to year group expectations Incorrect spelling of words which children are often spelling incorrectly (likely to be CEWs) Sentences that lack coherence Shifts in tense or person
Children's involvement	Use of mini whiteboards for children's contributions: - Word, phrase or clause choices when constructing a sentence - Correcting spelling mistakes

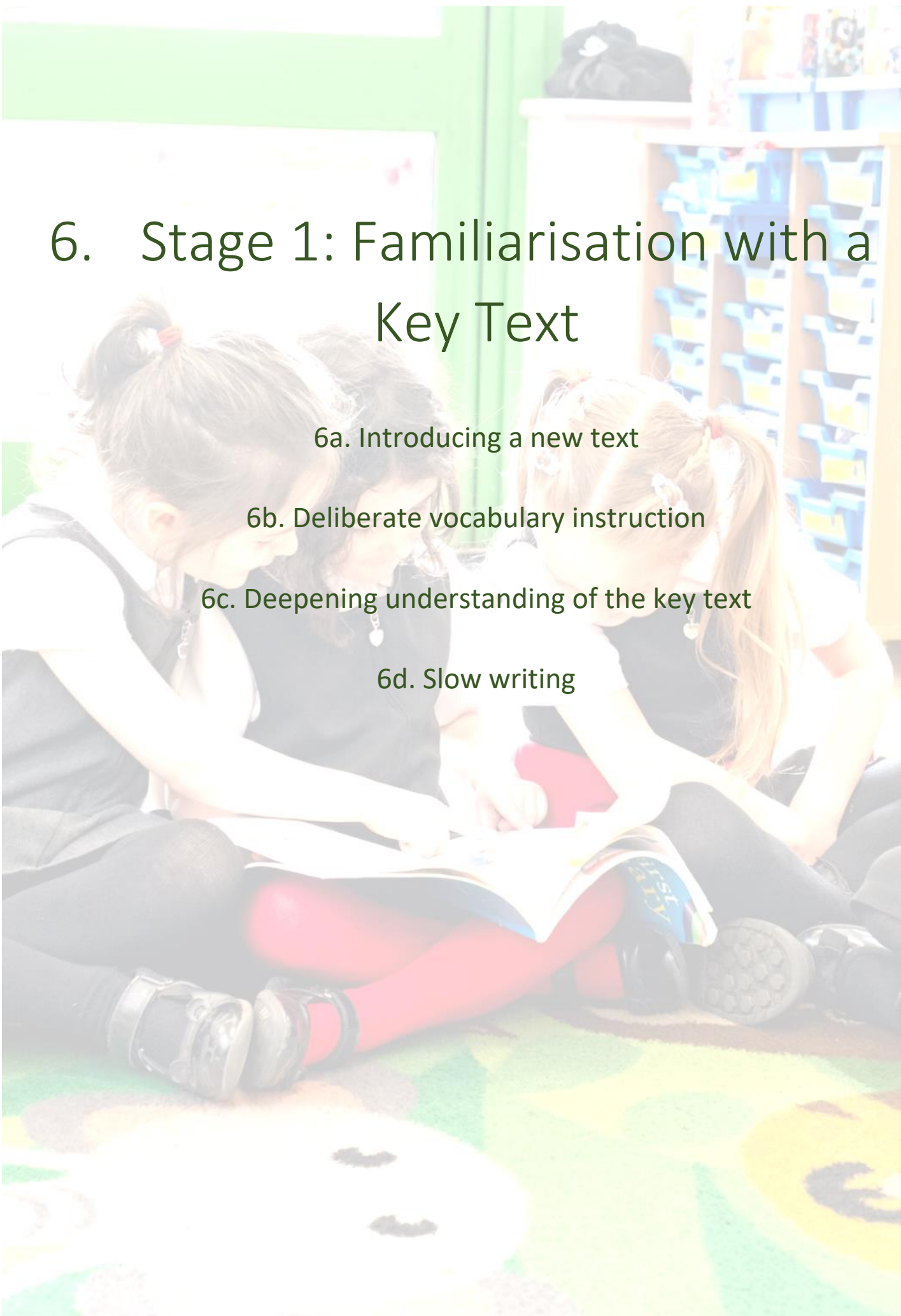
5e. Live Modelling of Writing in Upper Key Stage 2

Resources	Visualiser / Flipchart paper Word banks – key vocabulary Thesaurus / Write Like a Ninja book
Beginning the writing	“What is the purpose of this writing? Who are the audience?” “Which tense am I writing in? Which person am I writing in?”
Key ‘think alouds’ - Spelling - Handwriting - Punctuation	Identify parts of the sentence as they are written (e.g. fronted adverbial, subordinate clause) Verbalise word/phrase choices and the effect they will have on the reader Manipulate clauses and discuss the effect
Spelling	Include words that children are commonly misspelling, including previously taught spelling rules/patterns Homophones Words from Y5/6 spelling list
Handwriting	Model correct letter formation and use of cursive handwriting
Possible deliberate mistakes	Missing punctuation relevant to year group expectations Sentences that lack coherence (e.g. subordinate clause without a main clause) Shifts in tense or person Incorrect use of taught grammar
Children’s involvement	Use of mini whiteboards for children’s contributions: - Word, phrase or clause choices when constructing a sentence (e.g. sentence starters, vocabulary choices) - Making improvements to a sentence (e.g. adding an embedded clause) - Spotting and fixing errors

5f. Live Modelling of Writing in Resource Base

Live Modelling of Writing in Resource Base

Resources	Widigt/visual word banks Talking tin Whiteboard Role-play items
Beginning the writing	Highlight where to start in writing book/on sheet “We have these resources today to help us to write ... “
Key ‘think alouds’ - Spelling - Handwriting - Punctuation	Identify parts of the sentence as they are written (Colourful Semantics) Model use of resources throughout
Spelling	Include words that contain taught GPCs Include words that containing recently taught spelling patterns Teacher assessment to be used to aid the selection of words
Handwriting	Consider if joining is appropriate for individual children (OT advice) Join digraphs and trigraphs if appropriate
Possible deliberate mistakes	Missing full stops and capital letters Mistakes with common exception words
Children’s involvement	Provide children with a selection of words to choose from Children to spot spelling mistakes and fix



6. Stage 1: Familiarisation with a Key Text

6a. Introducing a new text

6b. Deliberate vocabulary instruction

6c. Deepening understanding of the key text

6d. Slow writing

6a. Introducing a New Text

All our writing units are based upon a high-quality picture book, an overview of which can be found in the **Knowledge Development Document**. Each unit begins with an immersive reading lesson using this core text. Outlined below is a guide for how this initial lesson should be delivered.

Front cover exploration

- Show children the front cover of the book and ask them to identify the title, author and illustrator.
- Encourage children to make predictions about characters, settings and plots based on the title and cover illustrations.

Blurb analysis

- Read the book's blurb aloud
- Support children in adding to or revising their initial predictions based on this additional information.

Title, author, illustrator and genre

- Share with children the title, author and illustrator of the book.
- Provide key information about the author and illustrator, including any other works they have produced.
- Give children the opportunity to share whether they've read or seen any of these other texts, or if they are familiar with the author/illustrator and their work.
- Introduce the genre of the book. Ask children to recall the key features of this genre and connect to other texts they have read with the same genre or theme.

Vocabulary instruction

- Explicitly teach unfamiliar vocabulary from the book using the Black Hat strategies outlined in our **Reading Strategy**.
- Use dual-coding alongside a definition to support children's understanding.
- Ask children to listen for these target words during the first read of the text.

First read

- Teacher to read the story aloud to the class, with children following along in their own copy.
- Pause as children identify Black Hat vocabulary and at key discussion points – these may be planned in advance or arise naturally in response to children's comments or questions.

Discuss the story

- Lead a discussion focusing on characters, settings and plot. Revisit earlier predictions and compare them with the actual story.
- Ensure that all children have a secure understanding of the story.

Likes, dislikes, patterns and puzzles

- If appropriate, lead children in a discussion around:
 - What they liked and disliked about the story
 - Patterns that they noticed or links they can make to other stories
 - Any puzzles or questions they have about the story.

Paired reading

- Children re-read the story in pairs
- Encourage exploration of language choices, sentence structures, and illustrations in greater depth.

6b. Deliberate Vocabulary Instruction

Key vocabulary is selected and explicitly taught during the initial text immersion lesson. The follow lesson is designed to support children in further embedding this vocabulary, ensuring they understand word meanings and can use the words accurately in context.

The lesson begins with a recap of the dual-coded vocabulary introduced previously – reading each word aloud and briefly discussing its meaning. The key text is then re-read with strategic pauses to highlight and reinforce the vocabulary.

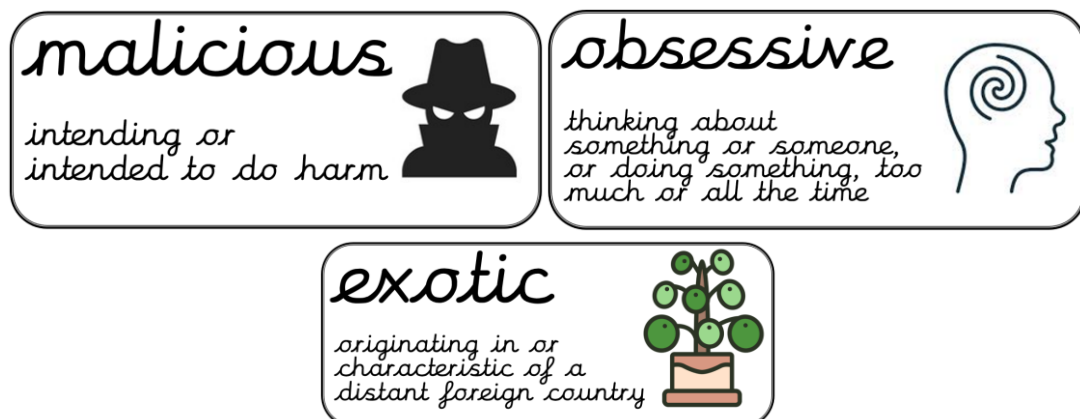
The main outcome of this lesson is for children to apply new vocabulary in context by constructing accurate and meaningful sentences. We use the '*I Do, We Do, You Do*' model: teachers orally rehearse and write a sentence using one of the new words; the class co-constructs a sentence together, orally and in writing; children independently write their own sentences using the target vocabulary.

Adaptive teaching strategies during this lesson may include word-image matching, cloze procedures, or working with a reduced number of focus words.

Dual-coded word banks are provided to support all children in spelling and applying the new vocabulary correctly throughout the unit of work. This vocabulary is also added to the **English Working Wall** as a continual reference for all learners.



Example word bank from Year 2



Example vocabulary cards from Year 6

6c. Deepening Understanding of the Key Text

The third lesson in the teaching sequence provides an opportunity for children to deepen their understanding of the key text.

The lesson begins with another reading of the text, pausing at important points to ensure children have a secure understanding of the overall plot and themes.

There are several ways this lesson can be designed to strengthen comprehension. Teachers should select the most appropriate outcome for this lesson, based on the age and stage of learners, the complexity of the text, and the intended written outcomes later in the unit. Some of the most commonly used strategies are outlined below:

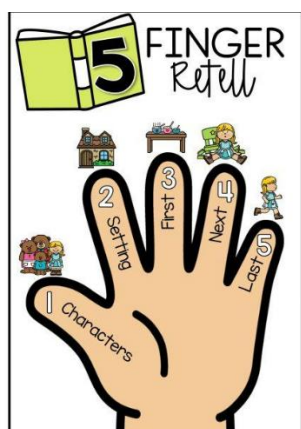
Story mapping or sequencing a story

Story mapping and sequencing a story are visual strategies used to help children organise and summarise the key elements of a story. These strategies support comprehension, sequencing and recall, and are especially useful when the final written outcome is a fictional narrative.

When creating a story map or sequencing a story, children need to be encouraged to focus on the most important aspects of the story. They should draw or sequence simple illustrations and annotate them with words, phrases or sentences, drawing on the book for language inspiration.

Five finger retell

Five finger retell is a simple, structured strategy that helps children recall and summarise the key elements of a story using the five fingers on one hand. Each finger represents a key element of a narrative:



*Five finger retell in
EYFS and Key Stage 1*



*Five finger retell in
Key Stage 2*

100-word summary

A 100-word summary is a concise way of retelling the main points of a story using exactly (or close to) 100 words. It encourages children to focus on key information and vocabulary. This strategy is best suited to upper Key Stage 2.

Focus on a specific part of the story

If children will be writing a non-fiction piece based on a key part of the story, this lesson may focus on deepening their understanding of that specific element. This might include:

- Exploring a key event (for writing a news bulletin or set of instructions)
- Delving into a character (for writing a report or biography)
- Examining setting (for writing a travel brochure).

Re-reading, summarising, creating visuals, or additional research can all be useful ways in which to focus on a specific part of a story, supporting children to gain a more detailed understanding.

6d. Slow Writing

The final lesson of Stage 1 (familiarisation with a key text) is a short-burst writing lesson using the 'slow writing' approach. In this lesson, children use a stimulus to write a short, familiar text, such as a character or setting description.

Overview of slow writing

Slow writing is a teaching strategy that encourages pupils to take a deliberate, step-by-step approach to crafting their writing. By focusing on one sentence at a time, pupils can concentrate on the essential building blocks of strong writing: grammar, vocabulary, punctuation and spelling. The emphasis is on quality over quantity.

This lesson gives children an opportunity to practise skills they have already been taught. It supports retrieval practice and allows teachers to assess which aspects of the writing curriculum are secure, and which may need further teaching or consolidation for individuals, groups, or the whole class.

By carefully planning the prompts for each sentence, teachers can ensure they are deepening children's understanding of grammar and sentence structure. When generating prompts, teachers need to consider how much guidance their cohort will need, and make adaptations for individuals where appropriate.

Slow writing is a natural progression from dictation, shifting the responsibility to pupils to construct their own sentences within guided parameters. This transition helps children move from practising the basics to mastering the art of composition.

It is important to note that the outcomes of slow writing lessons cannot be used for formal assessment and moderation purposes.

Lesson structure

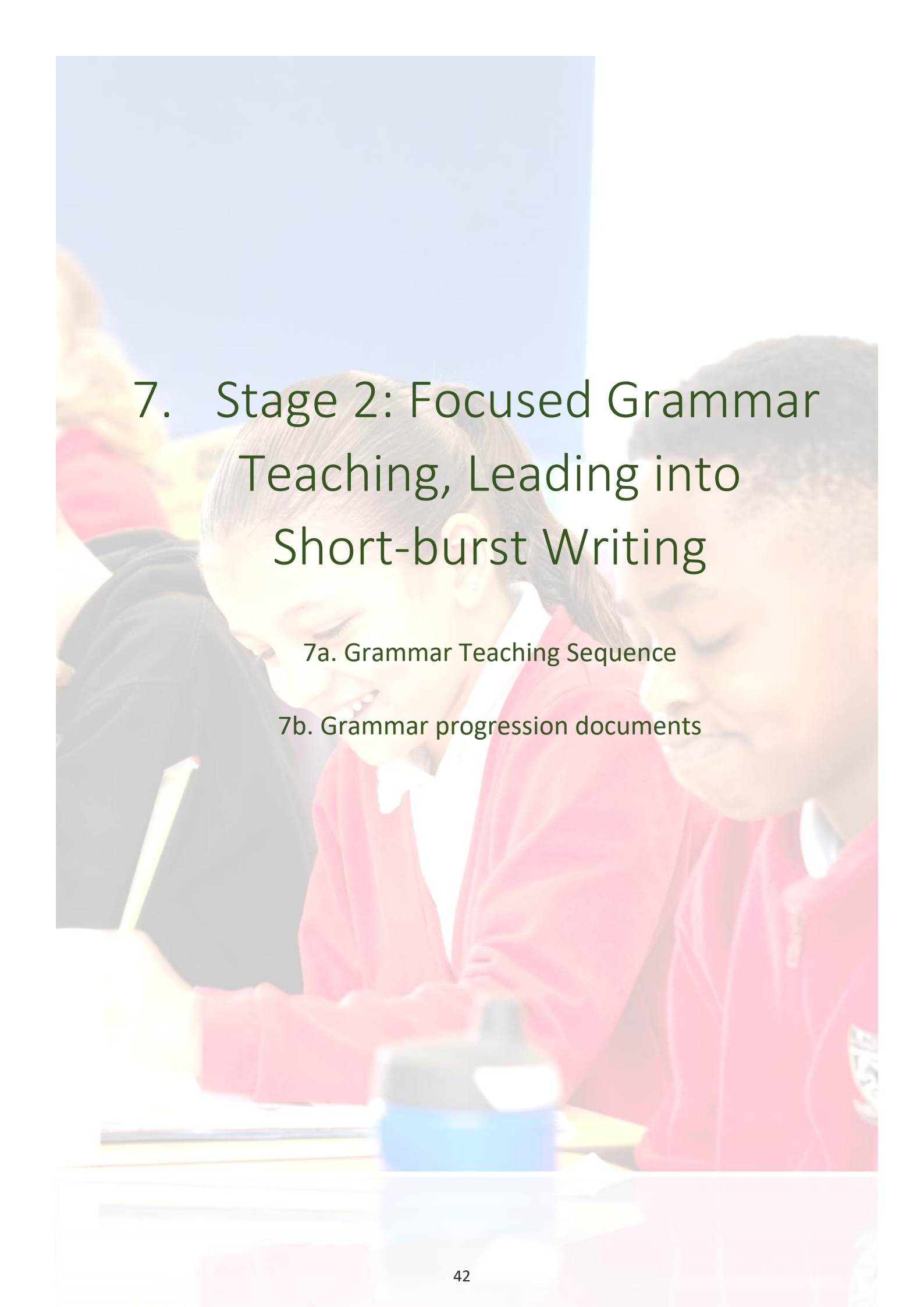
- Begin by recapping the purpose of slow writing: to help children to focus on vocabulary, spelling, punctuation and grammar, writing one sentence at a time.
- Introduce the writing outcome and share the stimulus for writing. Collect any useful language together as a class.
- Share the prompt for the first sentence (see examples below). Model writing this first sentence, using oral rehearsal, think-aloud strategies, and editing and revising techniques.
- Give children a few minutes to orally rehearse, draft, revise and write their first sentence.
- Share the second prompt. Again, model the sentence first, then allow pupils time to write their own.
- Share the next 3-4 prompts, one at a time, giving children time to orally rehearse, draft and write each sentence. Where possible, teachers should refrain from modelling these sentences, as observing how pupils apply what they've learned independently helps to inform next-step planning.

Example prompts

1. Introduce the character. Use the power of 3.
2. Describe her hair. Use a noun phrase with two adjectives.
3. Describe her clothes. Use 'so' to tell the reader why she wears this.
4. Describe her personality. Use 'because'.
5. Describe her friendship with another character. Use 'when'.

1. Introduce the setting using a noun phrase.
2. Use a fronted adverbial for when.
3. Use a subordinating conjunction.
4. Use a preposition to express time or place.
5. Use a fronted adverbial for manner.
6. Finish with an exclamation sentence.

1. Start your sentence with an adverb for manner.
2. Use personification.
3. Use only three words.
4. Include a relative clause.
5. Use a modal verb.
6. Use a rhetorical question.



7. Stage 2: Focused Grammar Teaching, Leading into Short-burst Writing

7a. Grammar Teaching Sequence

7b. Grammar progression documents

7a. Grammar Teaching Sequence

Stage 2 of our writing teaching sequence focuses on explicit grammar instruction, leading into a short-burst writing outcome where children apply the newly taught grammar in context. The specific grammar content and short-burst writing outcomes for each unit are outlined in the **Knowledge Development Document**.

Each unit includes a sequence of lessons designed to develop grammar knowledge systematically. This structure supports 'small steps' of progress between lessons, with scaffolding gradually reduced as children become more competent users of the new grammar. Where necessary, teachers should refer to the **Leaf Small Steps Progression** for further guidance on how to break down new concepts into smaller steps.

Our **Grammar Progression Documents** (see **section 7b**) map the development of each aspect of grammar from EYFS to Year 6.

To ensure consistency and clarity across the school, we use our **Grammar Glossary** that promotes a shared language for referring to grammatical terms and devices.

Discrete grammar teaching

Lesson	Content for each part of the lesson	
Lesson Five Discrete grammar teaching: Sentence combining/Cloze activity	 Let's remember	Prior grammar knowledge (Show Me)
	 What are we doing?	New grammar vocabulary (using grammar glossary) and new grammar learning – what it is and how it's used
	 Read it ourselves	Read, find and discuss grammar examples (use or adapt key text)
	 I do...	Sentence combining or adding new grammar to sentences (based on key text) Teacher to model on flipchart paper
	 We do...	
	 You do...	
	 Learning Check	Secretarial edit using Purple Pen
Lesson Six Discrete grammar teaching: Sentence Stems	 Let's remember	Prior grammar knowledge (Quizzing)
	 What are we doing?	Recap new grammar vocabulary (using grammar glossary) and new grammar learning – what it is and how it's used
	 Read it ourselves	Read, find and discuss grammar examples (use or adapt key text)
	 I do...	Sentence stems (based on key text) Teacher to model on flipchart paper
	 We do...	
	 You do...	
	 Learning Check	Secretarial edit using Purple Pen

Lesson Seven Discrete grammar teaching: Sentences based on illustration	 Let's remember	Prior grammar knowledge (Show Me)
	 What are we doing?	Recap new grammar vocabulary (using grammar glossary) and new grammar learning – what it is and how it's used
	 What are we doing?	Discussion around an illustration from the key text
	 I do...  We do...  You do...	Write sentences with the new grammar, based on illustration – to use in next lesson where possible Teacher to model under visualiser
Lesson Eight Short-burst writing using new grammar	 Let's remember	Prior grammar knowledge (Quizzing)
	 What are we doing?	Recap new grammar vocabulary (using grammar glossary)
	 What are we doing?	Introduce text type, purpose and audience for short-burst writing outcome
	 Read it ourselves	Read/recap sentences and ideas generated in previous lesson
	 I do...  We do...  You do...	Short burst writing to include new grammar, using ideas generated in previous lesson Teacher to model into writing book, under visualiser (see live modelling guidance)
	 Learning Check	Secretarial edit using Purple Pen
Lesson Nine Editing short-burst writing		Edit short burst writing – following editing lesson structure guidance

These lessons are used to teach children new grammar, in the context of the key text for the unit:

Type of grammar lesson	Brief description of lesson
Sentence combining	Children are provided with words, phrases or clauses which they combine to build new sentences. A Colourful Semantics approach may be useful here. <i>e.g. combining two main clauses; combining main and subordinate clauses</i>
Sentence cloze	Children are provided with sentences with 'gaps' which need to be filled. Word banks may be useful here. <i>e.g. add adjectives to create noun phrases; add a relative clause</i>
Sentence stems	Children are provided with sentence stems to add to. <i>e.g. add a subordinate clause; add parenthesis</i>
Sentences based on an illustration	Children are provided with an illustration from the key text to annotate with sentences that include the newly taught grammar. This should, wherever possible, be useful for children's short-burst writing outcome. <i>e.g. describe a setting using noun phrases; write a sentence for each image for use in a diary entry</i>

Short-burst writing

Short-burst writing outcomes are embedded in each unit to provide children with the opportunity to apply newly taught grammar in context. These tasks involve familiar text types (e.g. character description, diary entry, Newsround bulletin), keeping cognitive demand low so that children can focus on using the new grammar accurately and confidently. Where possible, the short-burst writing shares the same purpose as the extended writing outcome later in the unit. Short-burst outcomes for each unit are detailed in the **Knowledge Development Document**.

Editing

Children are taught a discrete editing lesson following the short-burst writing (see **section 9**).

7b. Grammar Progression Documents

To support children in meeting the grammar expectations for their year group, we have adapted the **Leaf Grammar Progression Document** to align with our Partnership's goals. These documents provide the detailed guidance needed to ensure clear and coherent skills progression, with year-group expectations made explicit and building year on year. Staff should refer to these documents to support a clear understanding of what the grammar they are teaching 'looks like' in practice.

We have produced **Grammar Progression Documents** for the following aspects of grammar:

- Sentence structure
- Noun phrases
- Conjunctions
- Adverbs and adverbials
- Verb tense and verb form

Year 3	Extend simple sentences with noun and prepositional phrases to add detail Maintain grammatical accuracy when writing longer simple sentences		
	noun phrase (subject)	Verb	prepositional phrase
	A bright, shooting star	Appeared	at Sulwe's window.
	The sad, little girl	Sat	on her bed.
	Extend the range of sentences with more than one clause by using a wider range of co-ordinating conjunctions – but, or, so, yet (but, or, so were originally taught in Y2)		
	main clause	co-ordinating conjunction	main clause
	Sulwe ate the lightest foods	But	she was still the colour of midnight.
	The people had to say sorry	Or	it would stay light all the time.
	The people were mean	So	Night walked off the Earth.
	Mama was the colour of dawn	Yet	Baba was the colour of dusk.
	Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions – before, after, until, while, as, since		
	main clause	subordinating conjunction subordinate clause	
	Sulwe said a prayer	before she went to sleep.	
	Sulwe felt beautiful inside and out	after she heard the story.	
	Sulwe was worried	until Night came back.	
	Day had a golden glow	while Night has a silver sheen.	
	Mama said she was bright	as her name meant 'star'.	
	The people were kind	since they wanted Night to come back.	

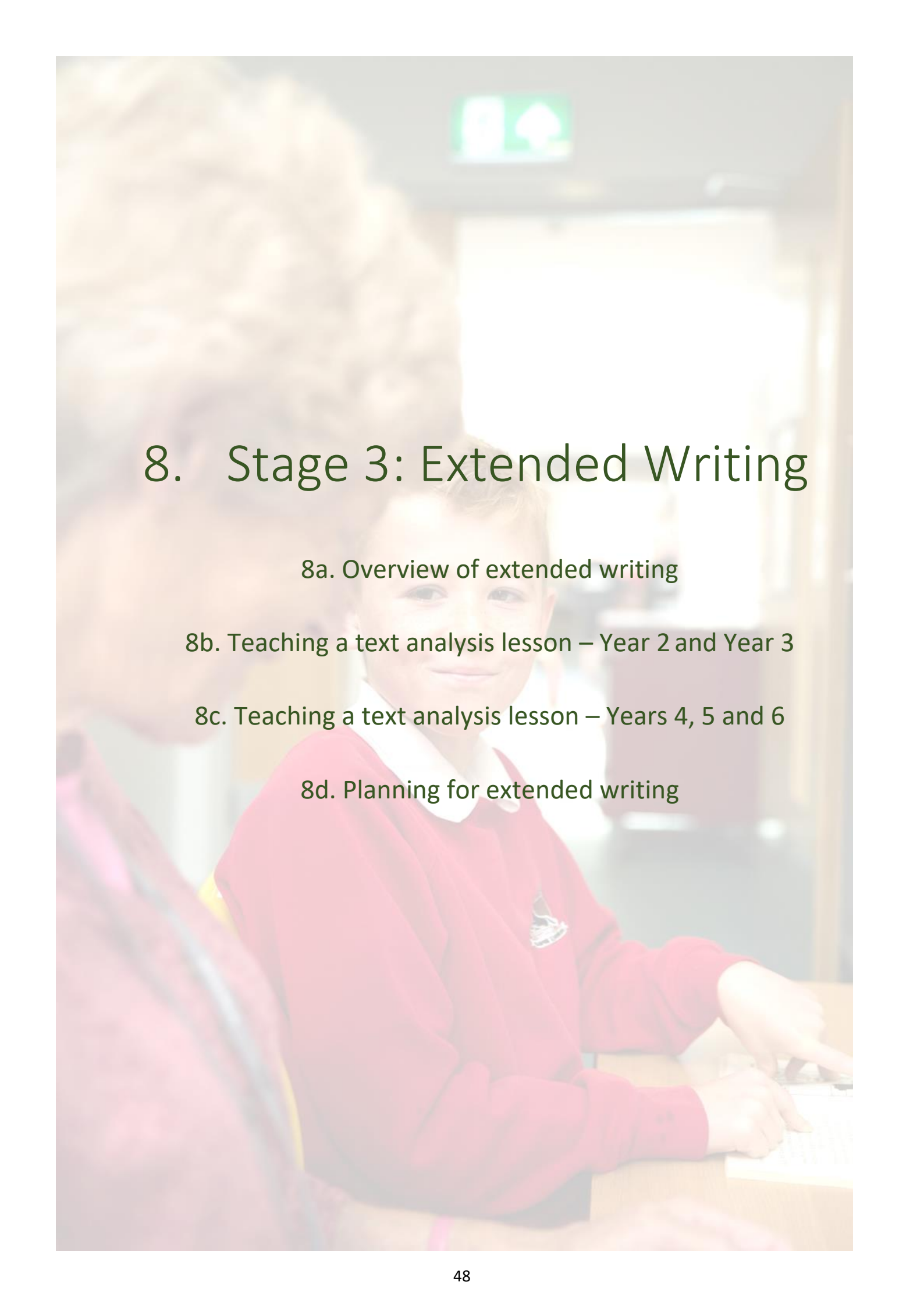
Example of sentence structure in Year 3

Year 2	Introduce the term noun, verb and adjective Introduce the term noun phrase e.g. a dragon Expand before the noun using adjectives e.g. a huge dragon; huge and scary dragon; a huge, scary dragon		
	determiner	adjectives	noun
	the		fox
	the	Scary	fox
	the	mean and scary	fox
	the	mean, scary	fox
	the	mean, scary, cunning	fox

Example of noun phrases in Year 2

Year 4	Use fronted adverbials for time e.g. before long, in the morning, later that day. Use fronted adverbials for place e.g. on the horizon, through the forest, over the mountain. Use fronted adverbials for manner e.g. without hesitating, feeling terrified, with fire in his belly. Introduce adverbs for frequency e.g. always, often, every morning. Introduce adverbs for quantity e.g. most, totally, almost every.		
	Fronted adverbial	main clause	
	For weeks and weeks,	heavy shelling hit the town.	
	From the skies above,	heavy shelling hit the town.	
	Without warning,	heavy shelling hit the town.	
	Subject	adverb (frequency)	verb (+ adjunct)
	Charlie	Never	eats vegetables.
	She	Always	reads her book.
	The family	occasionally	go camping.
	Subject	Verb	adverb (quantity)
	The hungry beast	Ate	most of the cake.
	Jemmy Button	Told	some stories.

Example of adverbs and adverbials in Year 4



8. Stage 3: Extended Writing

8a. Overview of extended writing

8b. Teaching a text analysis lesson – Year 2 and Year 3

8c. Teaching a text analysis lesson – Years 4, 5 and 6

8d. Planning for extended writing

8a. Extended Writing

Each 3-week unit includes an opportunity for children to produce an extended piece of writing. In each year group, children write for a range of purposes – to entertain, to inform, to argue and to explain.

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The Extended Writing portion of the teaching sequence begins with a **Text Analysis** lesson. Here, children explore an **Example of Excellence**, identifying the organisational, language and grammatical features of the text type, relevant to their year group expectations. For narrative, the focus should be on either character, setting, dialogue or plot, depending on the main focus for children's writing. The progression documents (see **section 2**) outline the key features that should be included in the **Example of Excellence** for children to identify and discuss. The **Text Analysis** lesson supports with the creation of a **Writer's Toolkit**.

The second lesson focuses on planning. Teachers select a suitable planning scaffold and model how to plan each section of the writing. Once plans are drafted, children work with their peers to orally rehearse and edit plans as needed.

Children then complete their extended writing over three lessons. This structure allows the task to be broken into smaller, more manageable 'chunks' for children – typically writing one or two paragraphs or sections per day. This emphasises quality over quantity.

Teachers model how to use their plan, alongside the **Writer's Toolkit**, to write up to three sentences of the extended writing outcome, demonstrating how grammar and vocabulary choices link back to the purpose and audience. Teachers refer to live modelling guidance for their year group (see **section 5**) when modelling, before providing children with ample time to write independently.

Children complete quick secretarial edits of their extended writing each day. The final lesson of a unit enables children to redraft a section of their extended piece, following modelling and teacher guidance where needed.

Throughout the Extended Writing process, teachers explicitly highlight the importance of coherence, cohesion and appropriate formality.

Coherence

Coherence relates to whether the writing makes sense to the reader. It is the underlying logic and consistency of a text, ensuring ideas are relevant, well-organised and clearly expressed. Ultimately, coherence is judged by the reader, who determines whether the writing is understandable.

Cohesion

Cohesion is achieved through the use of cohesive devices. These are the grammatical features that enable words, sentences and paragraphs to fit together. Cohesive writing is easy to follow due to effective use of

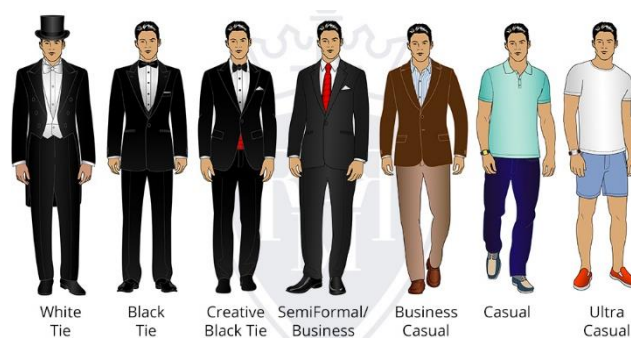
vocabulary and grammar. It can be quantified by checking grammatical accuracy and the use of syntax. Cohesion is decided by the writer, who determines which techniques and features to use.

Below is a list of the cohesive devices that can be used across all pieces of writing. Teachers should select cohesive devices appropriate to their year group.

Adverbs & adverbial phrases	Varied use of conjunctions	Tense & pronouns	Repetition Lexical chains	Ellipsis	Layout Features
range of adverbs and adverbials for where, when, how, how often, how long, how much, viewpoint	co-ordinating subordinating conjunctive adverbs	accurate use of past, present, future range of verb forms variety in pronoun use	words and phrases power of three openings and closings	can help to move the action on whilst also creating suspense	ordering & structuring the writing paragraphing bullet points, captions, headings, diagrams etc.

Formality

Formality exists on a spectrum. Children need to recognise which level of formality is needed for different types of writing. To know which level of formality to use, children first need to know the purpose, audience and form of the writing. Language choices must align with these elements and remain consistent throughout the piece.



In the **Text Analysis** lesson, teachers introduce the concept of formality alongside discussions of purpose, audience and form. A ‘formality scale’ and related graphics appropriate to each year group are used to support this. Further discussion takes place to identify how the language features used support the level of formality.

In the planning lesson, teachers continue to model how to match language features to the required level of formality.

During extended writing, children are expected to apply the correct level of formality and ensure this is consistent throughout the writing. This may be something that children revise during the redrafting stage.

8b. Teaching a Text Analysis Lesson – Year 2 and Year 3

Part of the lesson	What is the teacher doing?	What are the children doing?
Before the lesson	Referring to the Knowledge Development document for termly text and Example of Excellence guidance. Writing the selected text with reference to the language, organisational and grammatical features from the relevant Progression document. Colour-coding relevant features (from Progression document) and populating Key.	
Introducing the text	We are writing ... (fiction/non-fiction) We will be writing a ... (text type/form) We are writing to ... (purpose). We will be writing for ... (audience) This text is ... (formality) Eliciting prior knowledge on purpose/audience/form (refer to progression documents for previous year group's text types).	Recognising fiction and non-fiction texts. Drawing on prior knowledge on purpose, audience and form. Articulating purpose, audience, form and formality.
Reading text	Teacher reads whole text under the visualiser – modelling using reading ruler and using prosody.	Following along with reading rulers.
Debrief	Surface-level discussion. What was that text about? Revisit purpose, audience & form.	Starting to think about how this text looks & sounds.
Organisational features	Rereading text and stopping at each feature. 'I am just looking at the features highlighted in yellow now.' Under the visualiser, the teacher points out one organisational feature at a time. 'I can see a subheading. A subheading introduces each section. Can you see any other subheadings? Tell the person next to you what a subheading does.'	Following the teacher to identify each organisational feature. Identifying further examples of each feature using colour-coding to support. Orally rehearsing what each feature does.
Language features	Rereading text and stopping at each feature. 'I am just looking at the features highlighted in green now.' Under the visualiser, the teacher points out one language feature at a time.	Following the teacher to identify each language feature.

	e.g. Tense Person Verb forms ‘This is written in the past tense because it is about something which has already happened. I can tell because they used words like ran, was, jumped. Can you find any other past tense verbs?’	Identifying further examples of each feature. Orally rehearsing why the language is used.
Grammar features	Rereading text and stopping at each feature. ‘I am just looking at the features highlighted in blue now.’ Under the visualiser, the teacher points out one grammatical feature at a time. e.g. Punctuation Word Classes Cohesive devices ‘I can see that they have used the conjunction ‘if’ to show possibility. Can you find another time they have used the word ‘if’? Why have they done that?’	Following the teacher to identify each grammar feature. Identifying further examples of each feature. Orally rehearsing what the grammar is and why it has been used.
Writer’s toolkit	‘Let’s think about everything we have seen in this text so we know what we should be using in our writing.’ Generate writer’s toolkit together – add to working wall and slides for next lesson.	Revisiting each feature and being reminded of their purpose and importance. Generating writer’s toolkit together.

8c. Teaching a Text Analysis Lesson – Years 4, 5 and 6

Part of the lesson	What is the teacher doing?	What are the children doing?
Before the lesson	Referring to the Knowledge Development document for termly text and Example of Excellence guidance. Writing the selected text with reference to the language, organisational and grammatical features from the relevant Progression document. Create a Key with features written in. Decide which features will be discussed but not colour-coded (tense, person, simple organisational features).	
Introducing the text	We are writing ... (fiction/non-fiction) We are writing to ... (purpose). We will be writing a ... (text type/form) We will be writing for ... (audience) We are writing as ... (an expert in .../ an explorer) Who we are and who we are writing for means our formality will be ... (formality) Elicit prior knowledge on above (refer to progression documents for previous year group's text types).	Recognising fiction and non-fiction texts, and the forms within those categories. Drawing on prior knowledge on purpose, audience and form and how this effects formality. Articulating purpose, audience and form and understanding which persona they are taking on as the author.
Reading text	Teacher reads whole text under the visualiser – modelling using reading ruler and using prosody.	Following along with reading rulers, fingers or filters.
Debrief	Surface-level discussion. What was that text about? Revisit purpose, audience & form. First impressions – What is effective about this text? What did you like about how it was crafted?	Starting to think about how this text looks & sounds. Recognising and verbalising what they thought was effective and why.
Organisational features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one organisational feature at a time. 'I can see a subheading. A subheading introduces each section. Can you see any other subheadings? Tell the person next to you what a subheading does.'	Following the teacher to identify each organisational feature. Identifying further examples of each feature, share as a class, then underline together – one colour per feature. Orally rehearsing what each feature does.

	Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	
Language features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one language feature at a time. e.g. Tense Person Verb forms Formality ‘This is written in the past tense because it is about something which has already happened. I can tell because they used words like ran, was, jumped. Can you find any other past tense verbs?’ Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	Following the teacher to identify each language feature. Identifying further examples of each feature, share as a class, then underline together – one colour per feature. Orally rehearsing why the language is used.
Grammar features	Rereading text and stopping at each feature. Under the visualiser, the teacher points out one grammatical feature at a time. e.g. Punctuation Word Classes Cohesive devices ‘I can see that they have used a relative clause – How did I know that was a relative clause? Why is that effective? Can you find another example of a relative clause?’	Following the teacher to identify each grammar feature. Identifying further examples of each feature, share as a class, then underline together – one colour per feature. Orally rehearsing what the grammar is and why it has been used.

	Collect examples as a class and model underlining under the visualiser to ensure that they all have the correct features underlined in their copy. Address misconceptions in the moment. The class should be kept together when underlining to ensure accuracy.	
Writer's toolkit	'Let's think about everything we have seen in this text so we know what we should be using in our writing.' Generate writer's toolkit together – add to working wall and slides for next lesson.	Revisiting each feature and being reminded of their purpose and importance. Generating writer's toolkit together.

8d. Planning for Extended Writing

Children need time to plan before they undertake any extended writing. This helps them become more confident, purposeful and effective writers.

The **National Curriculum for English** outlines the importance of planning at all ages and stages:

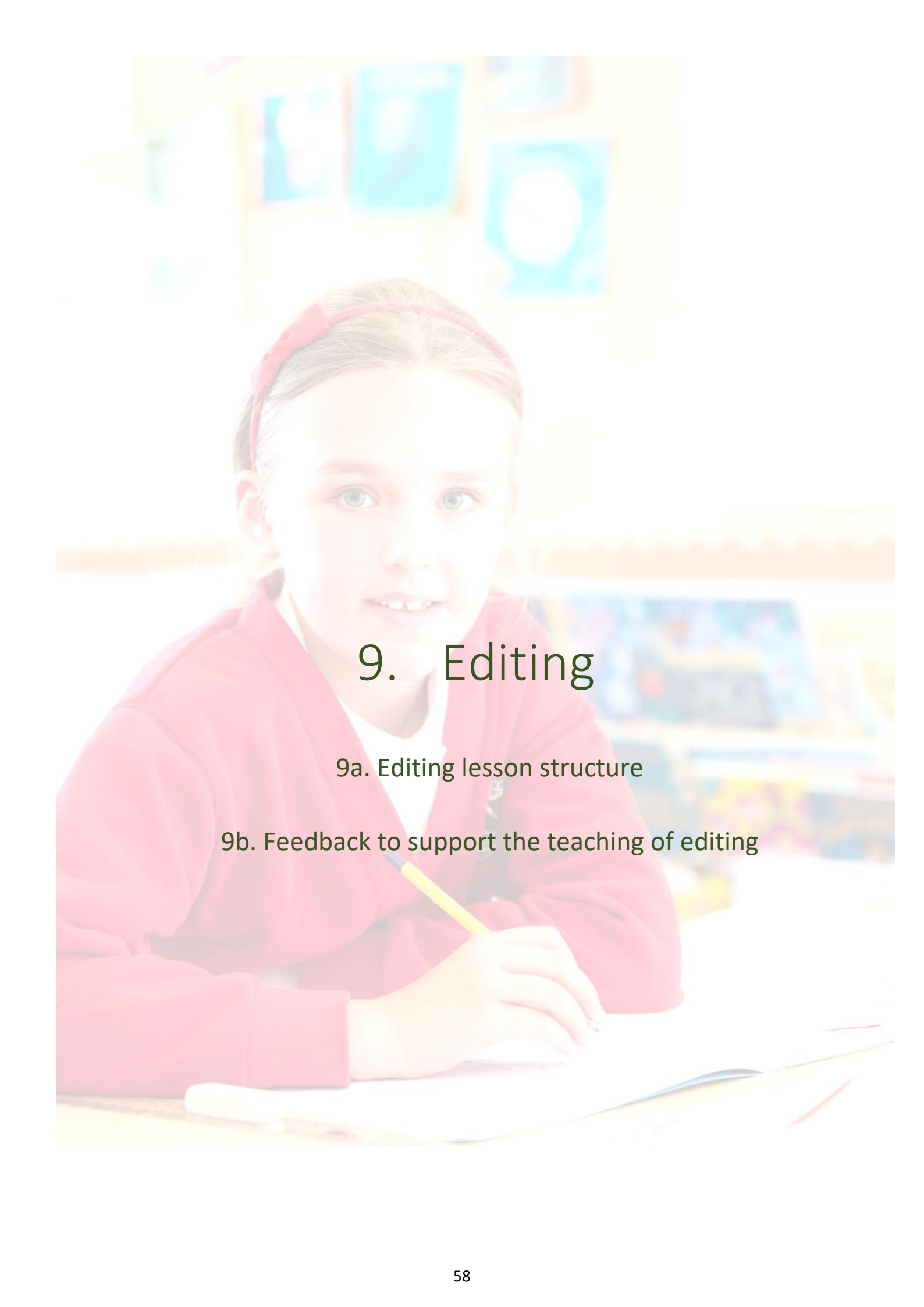
Year 1	<i>Write sentences by:</i> - <i>Saying out loud what they are going to write about</i> - <i>Composing a sentence orally before writing it</i>
Year 2	<i>Consider what they are going to write before beginning by:</i> - <i>Planning or saying out loud what they are going to write about</i> - <i>Writing down ideas and/or key words, including new vocabulary</i>
Year 3 and Year 4	<i>Plan their writing by:</i> - <i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> - <i>Discussing and recording ideas</i>
Year 5 and Year 6	<i>Plan their writing by:</i> - <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> - <i>Noting and developing initial ideas, drawing on reading and research where necessary</i> - <i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>

Planning lessons are therefore used to support children with the following:

- **Organising ideas clearly:** Planning gives children a structure to organise their thoughts before they start writing. It helps them sequence their ideas logically, which leads to more coherent and well-structured writing.
- **Supporting purpose and audience:** When children plan, they consider the purpose of the text and the audience they are writing for. This encourages appropriate language choices, tone and content.
- **Reducing cognitive load:** Writing involves many processes. Planning allows children to deal with content and structures first, freeing up mental space for the physical writing process.
- **Improving content quality:** With a clear plan, children are less likely to repeat themselves or go off-topic. They can focus on developing ideas in more detail and making connections between them.
- **Building independence:** As children become familiar with planning strategies, they learn to take ownership of their writing. This fosters independence.
- **Enabling reflection:** A good plan provides a reference point during and after writing. Children can check if they've included all their intended ideas and whether they've met their objectives.
- **Supporting inclusion:** Planning structures can provide essential scaffolding. Visual organisers, sentences starters and prompts help children access the task and express their ideas more confidently.

During planning lessons, teachers are explicit about the purpose, audience, form and formality of the writing. They refer to the **Writers' Toolkit** developed in the previous lesson and use it to guide the planning process, thinking aloud about the deliberate choices they are making. Using the principles of live modelling, teachers demonstrate how to complete an appropriate planning scaffold, and support children in developing their own plans.

Children are given time to discuss their ideas before planning and are encouraged to talk through their completed plans with a peer. Plans are continually referred to and used to guide writing during the subsequent extended writing lessons.



9. Editing

9a. Editing lesson structure

9b. Feedback to support the teaching of editing

9a. Editing Lesson Structure

Step 1	Marking	When marking the short burst writing, complete a marking sheet for the whole class to include common spelling, punctuation and grammar mistakes – this will inform the errors to identify during I Do and We Do. Highlight in green 3 good examples of the objective but do not mark errors in yellow.
Step 2	Prepare an example	This could be from a child's book or one you have written yourself to highlight common errors across the class.
Step 3	Editing partners	Pair children for editing. These should be mixed ability pairs who will support each other to edit their writing. We use Peer Critique to support the editing process – be kind, be specific, be helpful.
Step 4	Grammar	I Do: Model how to first read the example without spotting errors. Discuss purpose, audience and form and get a sense for what has been written. Check for coherence. Share common grammatical errors that we need to look for <i>e.g. tense, subject verb agreement, person</i> (any that are specific to year group). Model finding and correcting a grammatical error. We Do: Next re-read asking the children to put their hands up when they spot an error with grammar. Work together to correct error. You Do: In pairs children look at first book - reading and correcting errors to improve coherence, cohesion and grammar. Children to refer to common errors list to support this process. The author (the child who the book belongs to) uses a purple pen to make edits following advice from the audience (the partner). We use our Talk Together protocols when children are working in pairs.
Step 5	Punctuation	I Do: Re-read the same example. Share common punctuation errors list that the children should be looking for and model how to find and correct one or two mistakes. We Do: Continue to read through the example. Ask children to put their hand up when the spot an error with punctuation. Work together to correct errors. You Do: In pairs children look at first book – correcting punctuation errors. Children to refer to common errors list to support this process. The author (the child who the book belongs to) uses a purple pen to make edits following advice from the audience (the partner). We use our Talk Together protocols when children are working in pairs.
Step 6	Spelling	I Do: Re-read the same example. Reading work backwards supports children to spot spelling errors. Share common errors list that the children should be looking for and model how to find and correct one or two mistakes. We Do: Continue to read through the example. Ask children to put their hand up when the spot an error with spelling. Work together to correct errors. You Do: In pairs children look at first book - correcting spelling errors. Children to refer to common errors list to support this process. The author

		(the child who the book belongs to) uses a purple pen to make edits following advice from the audience (the partner). We use our Talk Together protocols when children are working in pairs. Word mats and dictionaries should be available to the children at this point.
Step 7	Edit second book	You Do: In pairs children now look at the second book. Work through each step as before: - Read through and check for coherence. - Edit grammatical errors (e.g. tense, subject/verb agreement, person) - Edit errors with punctuation - Edit spelling errors - We use our Talk Together protocols when children are working in pairs.

9b. Feedback Sheet to Support Teaching of Editing

Teachers review children's short-burst writing and make notes in the table below. This informs the editing lesson by highlighting common errors to address through whole-class teaching, as well as identify individuals or groups of children who may require additional support.

Punctuation	Spelling	Grammar	Cohesion

Children who require additional support	Focus

A photograph of three young girls sitting on a colorful, patterned rug in a classroom. They are all looking down at a book that is open on the floor. The girl on the left has dark hair in a ponytail and is wearing a dark vest over a white shirt. The girl in the middle has dark hair and is also wearing a dark vest over a white shirt. The girl on the right has blonde hair in pigtails with white bows and is wearing a white shirt. In the background, there is a green wall and a white shelf with blue and yellow storage bins. The text "10. Revising" is overlaid in the center of the image.

10. Revising

10a. Revising progression

10b. Revising lesson structure

10a. Revising Progression

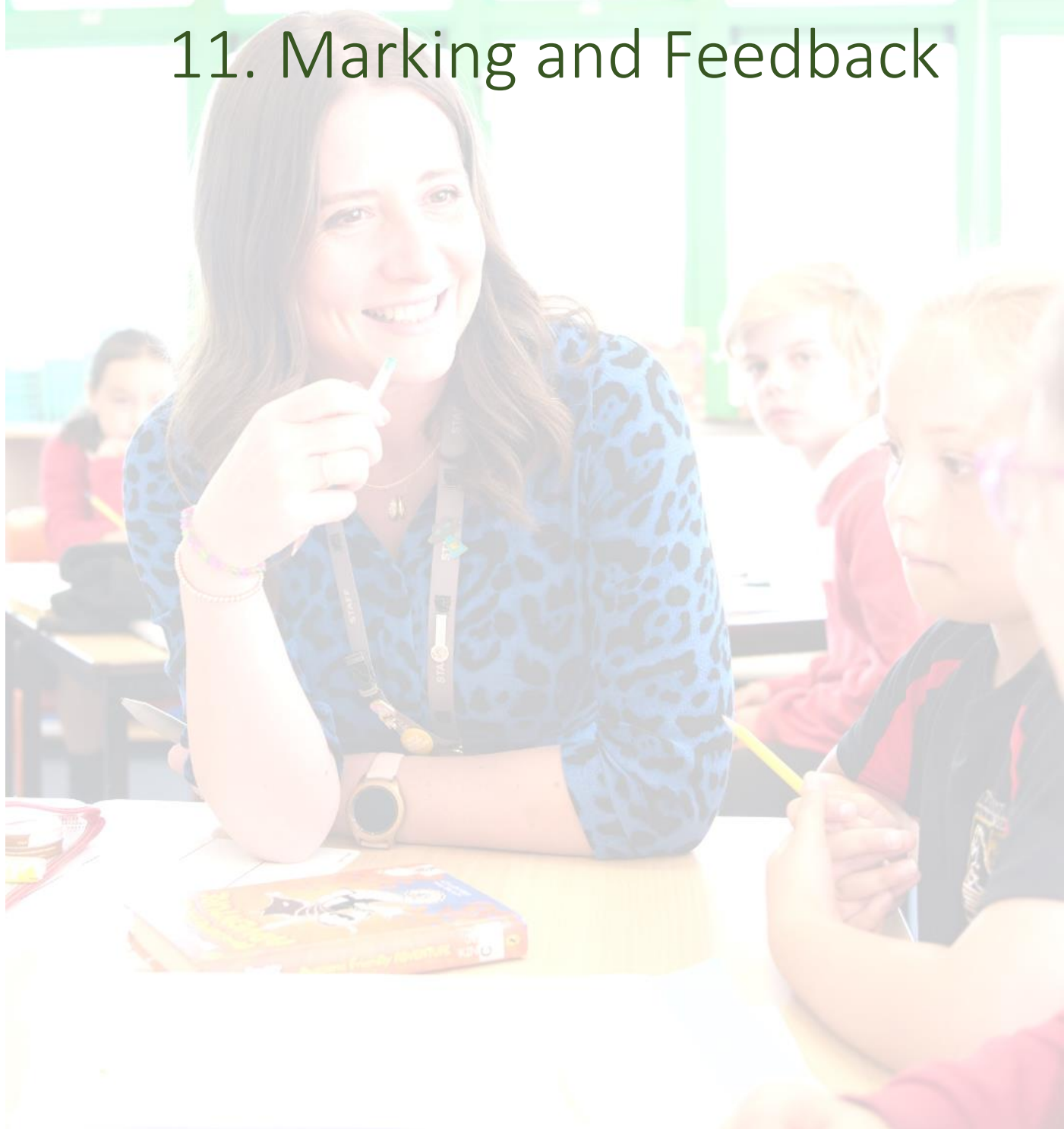
Year Group	Redrafting Focus	Grammar Focus	Audience and Purpose – Examples of ‘think aloud’
Reception	No redrafting – these year groups focus on editing only.		
Year One			
Year Two	Add	Adjectives, adverbs	<i>The purpose was to write a description of a character. Make sure you have described how the character looks, acts and feels.</i> <i>The audience need to picture the character. Make sure your vocabulary choices reflect this.</i>
	Change	Vocabulary choices	
Year Three	Add	Conjunction and clause Adverbs for time, place, manner	<i>The purpose was to write a persuasive letter. Make sure you have used conjunctions to explain your reasons.</i> <i>The audience need to agree with your reasons and be persuaded. Make sure your vocabulary choices reflect this.</i>
	Change	Vocabulary choices Sentence starters	
Year Four	Move	Clauses	<i>The purpose was to write a narrative. Make sure you have used a range of fronted adverbials to link parts of the story.</i> <i>The audience need to be entertained. Make sure your vocabulary choices and sentence starters reflect this.</i>
	Add	Prepositions/ prepositional phrases Fronted adverbials	
	Change	Vocabulary choices Sentence starters	
Year Five	Move	Clauses	<i>The purpose was to write a report. Make sure you have used a range of clauses to give lots of information.</i> <i>The audience need to be informed. Make sure you have used parenthesis to clarify the information.</i>
	Add	Relative clauses Embedded clauses Parenthesis	
	Change	Vocabulary choices Sentence starters	

		Sentence types (simple, compound, complex)	
Year Six	Move	Clauses	<i>Children should be able to identify the purpose and audience for a text type and decide whether the writing meets the brief.</i> <i>They should make informed choices about using MARC to ensure their writing meets the purpose and audience.</i>
	Add	Relative clauses	
		Embedded clauses	
		Parenthesis	
	Remove	Unnecessary words or clauses	
	Change	Vocabulary choices	
		Sentence starters	
		Sentence types (simple, compound, complex)	

10b. Revising Lesson Structure

Step 1	Marking	Use Writers' Toolkit and MARC progression to identify and highlight a section of each child's work for them to revise. If needed, provide guidance for children around how they can improve their writing (MARC progression).
Step 2	Prepare an example	This could be from a child's book or one you have written yourself.
Step 3	Organise redrafting partners	Pair children based on outcomes: - Children who have the same revising focus - Children who have different revising focus that can support each other with improvements
Step 4	I do	Read the example aloud and discuss whether it meets purpose, audience and form. Discuss where improvements could be made in relation to Writers' Toolkit Using MARC, model making 1 or 2 year-group-specific changes. Think aloud related to audience and purpose throughout.
Step 5	We do	Children discuss how to further improve the example, articulating how something has improved for the audience and meets the purpose. Shared revising.
Step 6	You do	Teachers to display relevant MARC for year group. In pairs children look at one book at a time – identifying how to improve the writing based on MARC for year group. One child is the author, making revisions on a whiteboard, and the other is supporting as the audience. Children swap roles and look at the second book. Repeat the process. Both children write their revised sentence/section/paragraph into writing book (KS2 to use revising flap). We use Peer Critique to support the revising process – be kind, be specific, be helpful.

11. Marking and Feedback



11. Marking Policy

WALTs must be specific and refer to the skill being taught.

SPAG lesson	WALT: Connect two main clauses using a coordinating conjunction
Independent write	Purpose – Form – Skill WALT: Write to inform – a non-chronological report – using relative clauses
Editing lesson	No WALT needed Write the short date and 'Edit' in the margin
Redraft lesson	WALT: Redraft by adding, moving or removing elements of our writing

Marking is focussed on the WALT – only the skill in the WALT should be highlighted in green when used correctly.

Highlighting WALTs:

Green – The skill in the WALT has been used consistently

Pink – The skill in the WALT has not been evidenced or has been used incorrectly

Half and Half – The skill has been used on occasion but is not yet being used consistently.

Marking Expectations

EYFS

Completed in lesson time:

- For both guided and independent work – green underline correct words and pink underline incorrect words which they should know how to spell.
- If the word or sound has been given to them, it is not underlined.
- If letter formation is incorrect, letter is written in yellow highlighter to trace.

Completed after the lesson:

If the WALT has not been met, a next step is given.

- Pink highlighter arrow  at the bottom with a next step for adult to follow up on.
- Next step is evidenced on the next page with WALT rewritten and greened.
- Only one Next Step at a time – wait for one to be greened before moving on to the next pink WALT.

KS1

Transcription lesson:

- Missing capital letters, full stops or incorrectly copied spellings underlined in pink highlighter to be addressed when editing.

SPAG lesson:

- Green 3 correct uses of the skill in the WALT
- Pink a maximum of 3 missing capital letters and full stops.
- Pink a maximum of 3 incorrect uses of the skill in the WALT.
- Pink a maximum of 3 CEW spellings or spellings which should be known.

Independent write:

- Green 3 correct uses of the skill in the WALT.
 - Pink a maximum of 3 missing capital letters, full stops.
 - Pink a maximum of 3 incorrect uses of the skill in the WALT.
 - Pink a maximum of 3 CEW spellings or spellings which were displayed to copy.
 - Fill in marking sheet as you go to inform editing lesson. (Year 2 upwards)
-

SPAG Lesson

- **Green** 3 correct uses of the skill in the WALT.
- **Pink** a maximum of 3 incorrect uses of the skill in the WALT.
- **Pink** all missing capital letters and full stops.
- **Pink** a maximum of 3 CEW spellings from current or previous year groups, or spellings which were displayed to copy.

Independent Writes

- **Green** 3 correct uses of the skill in the WALT.
- If there is not yet the evidence to green the WALT, wait until after the editing or redraft lesson to highlight the WALT.
- **Pink** a maximum of 3 missing non-negotiables, making sure basics like capital letters and full stops are picked up on.
- **Pink** a maximum of 3 incorrect uses of the skill in the WALT.
- **Pink** a maximum of 3 incorrect spellings – prioritise CEW and frequently used words (with, of/off etc).

(See the pink highlighter as a starting point for that child's editing process)

- Fill in marking sheet as you go to inform editing lesson.

Edit or Redraft Lesson

- If you could not find evidence of 3 WALT skills in the initial write, they should be there now to highlight in **green**.
- If there is anything still incorrect from the WALT or non-negotiables list, highlight in **pink** and address in person as soon as possible.
 - Children work in pairs to identify what they need to do, with support from the teacher's marking. They place one book on top of the other and focus on one at a time.
 - Peer Critique – **be kind, be specific, be helpful**
 - To aid their discussion, use MoP strategies **Talk Together** and **Hands Up, Stand Up**

*In statutory assessment years, marking may differ.



Marking sheet

Years 2-6 use this sheet when marking independent writes (short and long).
It is to be used as a guide for the editing and redrafting lesson.
While marking, jot down common errors to address in the next lesson.

Marking Sheet

Punctuation	Spelling	Grammar	Cohesion
Commas after FA Capital letters - place names	Not doubling consonant - stoping	Not many relative clauses - remind in edit Lots of sentences starting with the	-ing sentence starters

Children to work with adults:

HA, JY, TF – sentence structure

KL – EAL – tense

To be used after every short and long write to support edit and redrafting and future planning.

12. Spaced Retrieval

12a. Spaced retrieval in writing

12b. Using reading lessons to support spaced retrieval



12a. Spaced Retrieval in Writing

Spaced retrieval - coded as '**Let's Remember**' on slide decks – is integrated into the Writing teaching sequence to reinforce and embed core knowledge. Children need to be able to define grammar techniques and apply these in their writing. Research shows that spacing works because the time delay between study sessions forces learners to retrieve information more actively, which helps consolidate knowledge into long-term memory.

We use two spaced retrieval techniques to support children in recalling and practising previously taught grammar:

Show Me: Provides opportunities for direct application of grammar into writing, allowing sentence complexity to build as more grammar elements are added throughout the year.

Quizzing: Helps teachers assess children's knowledge, familiarises children with question formats used in GPS (Grammar, Punctuation and Spelling) tests, and strengthens their understanding of grammar.

Teachers use the **Knowledge Development Document** and **Grammar Glossary** to identify core knowledge for spaced retrieval. They ensure that this part of the lesson is paced to allow children to demonstrate their understanding before moving on to the main teaching input.

How it looks in each year group:

Reception (term 4-6) and Y1 (terms 1-3): Focus on spelling words with known graphemes.

Y1 (from term 4) to Y6: Knowledge builds and sentence complexity increases. There is a growing demand on sentence length and number of sentences written.

SEND: Adaptations are made dependent on individual needs (e.g. using Clicker, switches or pointing to choose). Knowledge is personalised according to the child's stage.

What core knowledge is prioritised:

- Grammar knowledge identified in **Knowledge Development Document**, National Curriculum and TAC documents
- Core knowledge reinforced by using Show Me (e.g. writing a sentence with a noun phrase and a conjunction).
- Vocabulary is taken from the **Grammar Glossary** and directly linked to the grammar being taught.

When to use these spaced retrieval techniques:

	Week 1	Week 2	Week 3
Day 1	Quizzing – Linked to knowledge of genres/authors	Show Me - Grammar focus	
Day 2	Show Me – Linked to knowledge of the key text	Quizzing - Grammar focus	
Day 3	Quizzing - Linked to knowledge of the key text	Show Me - Grammar focus	
Day 4			
Day 4	Quizzing – Grammar focus	Quizzing – Linked to knowledge of text type, purpose and audience	

How spaced retrieval is used as part of ongoing assessment:

Teachers make note of any misconceptions to model or revisit in future lessons. If a significant portion of the class shares a misconception, teachers will plan to reteach that specific grammar element.

12b. Using Reading Lessons to Support Spaced Retrieval

Our **Reading Curriculum** is carefully curated to ensure that children engage with a wide range of fiction, non-fiction and poetry. Reading of non-fiction texts – whether in reading lessons, for pleasure or across the curriculum – offers the perfect opportunity to revisit and embed key knowledge about text types, purpose and audience, as well as key language and organisational features. This knowledge can then be applied when children write.

Text choices ensure non-fiction text types, relevant to their year group, are covered throughout the year, providing opportunity for both pre-teaching and spaced retrieval.

Fluency Reading

Please note: Fluency reading does not necessarily have to be from a book. It is 100 words of quality text. This could be from a website, song, poem, nursery rhyme – any quality text that is either linked to your book, enquiry or is a good example of a piece of writing you will be doing (e.g. a diary entry or a letter)

Please see the bottom of this document for an example of what a fluency sheet looks like (this is a year 6 sheet). It should be a short text (100 words) clear key vocabulary and then, if suitable, retrieval, inference and vocabulary questions.

Reception

Term 1	The Billy Goats Gruff by Kate Pankhurst Mixed by Aree Chung Supertato by Sue Hendra See Inside Your Body by Kate Daynes What makes me me by Ben Faulks	
Term 2	Biscuit Bear by Mini Grey The Leaf Thief by Alice Hemming Stickman by Julia Donaldson Goldilocks and the Three Bears by Amanda Askew Celebrations Around the World by Katy Halford	
Term 3	The Little Red Hen by Mary Finch Have you filled a bucket today? By Carol McCloud I want to ride the Tap Tap by Danielle Joseph We all belong by Nathalie Goss Pancakes to Parathas: Breakfast Around the World by Alice B McGinty	
Term 4	The Three Little Pigs by Mara Alperin The Perfect Fit by Naomi Jones Six Little Chicks by Jezz Alborough Little Bear's Spring by Elli Woollard Look Inside Farm by Usborne	

Term 5	Jack and the Beanstalk by Nick Sharratt The Gigantic Turnip by Aleksei Tolstoy The Hungry Caterpillars by Eric Carle The Tiny Seed by Eric Carle Trees, Leaves, Flowers and Seeds by DK	
Term 6	Little Red Riding Hood by Mary Alperin Things I can do to help my world by Melanie Walsh Somebody Swallowed Stanley by Sarah Roberts What a waste! by Jess French Major glad, Major Dizzy by Jan Oke	

Year 1

Term 1	My Daddy is a Nurse by Kerrin Bryan When I grow up by Little Explorers The Pea and the Princess by Mini Grey A Great big cuddle (poetry) by Michael Rosen Oof makes an ouch by Duncan Beedie	
Term 2	Look Up by Nathan Bryan Poems out loud by Laurie Stanfield Children's first cook book by Annabel Karmel Matisse's Magical Trail by Tim Hopgood The Runaway Pea by Alex Willmore	
Term 3	Red and the City by Marie Voigt In the Jungle by Axel Scheffler The Lion Inside by Rachel Bright The Smeds and the Smoos by Julia Donaldson Space (scolastic)	
Term 4	Tree by Britta Teckentrup The Bear and the piano by David Litchfield Stardust by Jeanne Willis The Last Wolf by Mini Grey The Owl and the Pussy Cat by Edward Lear	
Term 5	Weeds Find a Way by Cindy Jenson-Elliott Stuck by Oliver Jeffers Commotion in the Ocean by Giles Andreae My Encyclopaedia of very important animals Superworm by Julia Donaldson	
Term 6	Emily and the Brown Thing by Cressida Cowell Mixed Up Fairy Tales by Hilary Robinson Traction Man is Here by Mini Grey Lost in the Toy Museum by David Lucas Heard it in the playground	

Year 2

Term 1	After the Fall: How Humpty Dumpty got back up again by Dan Santat Great Women Who Changed the World by Kate Pankhurst Daddy fell into the pond by Alfred Noyes	
Term 2	Speak Up! by Nathan Byron Children's History of Bristol by Janine Amos Brunel- Non-fiction Twas the Night Before Christmas by Clement Clarke Moore	
Term 3	The kindness song by songs for school When I grow up from Matilda Tidy by Emily Gravett The witches's spell by William Shakespeare Two places to call home by Phil Earle	
Term 4	The Search for the Giant Arctic Jellyfish by Chloe Savage Baby Beluga by Raffi (song) Down by the bay by Raffi (song) The morning rush by John Foster The beastly bunch by Leisa Stewart-Sharpe	
Term 5	The Big Book of Blooms by Yuval Zommer – 1 copy – photocopy and share relevant pages Gran Can You Rap? by Jack Ousby	
Term 6	The Lost Words by Robert MacFarlane (Kingfisher Poem) The Robot and the Bluebird by David Lucas	

Year 3

Term 1	Smoot: A Rebellious Shadow by Michelle Cuevas Rama and Sita the story of Diwali by Malachy Doyle Shadow- non-fiction Registration – Alan Ahlberg POEM	
Term 2	The Secrets of Stonehenge by Mick Manning and Brita Granstrom First Drawing by Mordicai Gerstein Little Donkey by The Beverley Sisters SONG	
Term 3	Street Beneath My Feet – non-fiction (new copies) Story of Pompei- non fiction Somewhere over the rainbow by Judy Garland SONG	
Term 4	Indus Valley – non-fiction Change Sings: A Children's Anthem by Amanda Gordon The Walrus and the Carpenter by Lewis Carroll POEM	
Term 5	King Midas Greek Myth The Secret World of Plants by Ben Hoare Everything is Awesome lyrics from the Lego Movie	
Term 6	Leon and the place between by Angela Mcallister/Grahame Baker-Smith Forces- non-fiction Kindness by Naomi Shihad Nye (poem)	

Year 4

Term 1	Electricity- non fiction Macavity: The Mystery Cat by T S Eliot The Journey by F Sanna	
Term 2	Romans- non-fiction States of Matter- non-fiction We are the water protectors- fiction	
Term 3	The River by Valerie Bloom (poem) Rainforest- non-fiction Rain Forests – a poem from Friends of the Earth Orangutans A Real Explorer- Percy Fawcett A sensory Stroll rainforest poem	
Term 4	Real Life Explorers- a letter from George Kennedy Briggs Real Life Explorers- a letter from Captain Robert Falcon Scott Real Life Explorers- a journal entry from Percy Fawcett Roar by Katy Perry An Atlas of Adventures by Lucy Leatherland	
Term 5	Nonfiction- John Cabot Nonfiction- Maps Nonfiction- Humpback Whales Nonfiction- Sound The Lion and Albert by Marriot Edgar POEM	
Term 6	A Hero like me by Jenn Reid and Angela Joy Lemonade by Phil Vassar SONG Non-fiction Sound Non-fiction the speed of light Non-fiction the water cycle If you were a carrot by Berlie Doherty (poem)	

Year 5

Term 1	Non- fiction Spiders Non- fiction human and physical features The Pied Piper of Hamelin BY ROBERT BROWNING	
Term 2	Mayans – Non fiction Rainforests- The Story of Chico Mendes John Agard's Windrush Child Non-fiction on rainforests	
Term 3	Non- fiction forces The Highwayman BY ALFRED NOYES Colours of the Wind by Judy Kuhn Please do not feed the animals by Robert Hull (poem)	
Term 4	Non-fiction Space The Galaxy of Her Own- Great Women in Space Counting on Katherine by Helaine Becker	
Term 5	Non fiction Victorian Docks Drought- non fiction Search for the hero inside yourself by M People SONG	

	Walking with my iguana by Brian Moses	
Term 6	Surviving in the wild- non-fiction Where is the love? Black eyed Peas The Jumblies by Edward Lear	

Year 6

Term 1	WW2- background- non-fiction Anne Frank's Diaries Explanation of the heart- non-fiction Jabberwocky by Lewis Carroll Daddy fell into the pond by Alfred Noyes	
Term 2	We are the champions by Queen SONG Talking History Speeches by Dr Joan Lennon Diary extract from soldiers Non-fiction ww2	
Term 3	MOVE ONTO JUST EXTENDED AND CLOSE READ	

Example of Fluency lesson sheet:

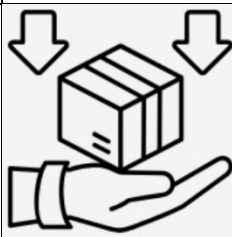
Fluency

Another letter from Lieutenant R. Azzie

March 9, 1945

Hello folks,

Chocolate, tea, apples, etc. My boys received packages and everybody is sharing. And we hunkered down in a house last night and had chickens to cook. Unfortunately, they weren't cooked by the time we hit the sack. I was the first to get up, and they were the first thing I thought of, but they had boiled dry. There was barely any chicken left either, because they had shrunk so much! As you can see, it is not all bad. We have good times as well. And the joy of those we liberate almost makes us forget our pains and our aching feet! We are back in Holland; these poor people have suffered so much! And they haven't finished suffering. We often have to burn everything to the ground to chase away Jerry, who has been fighting tooth and nail. I am well, my dear folks, thanks to your prayers. Thank you. Tonight, I received a letter from Reine and another from Thérèse. I have been receiving your mail and am delighted. I wear the little wool vest and love it. It is wonderful. And the lighter works great.

Vocabulary	liberate	hunkered	received	delighted
Image				
Synonyms	Release, free, unshackle	Crouched, cowered, hid, seek shelter	Collected, accepted	Thrilled, happy, over the moon
Antonyms	Contain, trap	Straighten	Rejected, sent	Dismayed, angry, sad

Question practice

1. Who is the author referring to when he says 'My boys'?
2. What does the author mean by the phrase 'hit the sack'?
3. Why couldn't the chicken be eaten the next day?
4. What two gifts has he received from home?
5. Who is the author referring to when he says 'Jerry'?
6. Why did they have to 'burn everything to the ground'?

Extended Reading Books

Year 2

Term 3	The Missing Bookshop by Katie Clapham
Term 4	Speedy Monkey by Jeanne Willis
Term 5	The Climbers by Alette Strannthof
Term 6	Two Sides by Polly Ho Yen

Year 3

Term 1	Ted Rules the World by Frank Cottrell Boyce
Term 2	Worries by Jion Sheibani
Term 3	Iron Man by Ted Hughes
Term 4	Grimwood by Nadia Shireen
Term 5	Aziz In Between by Sarah Garland
Term 6	The Queen's Nose by Dick King Smith

Year 4

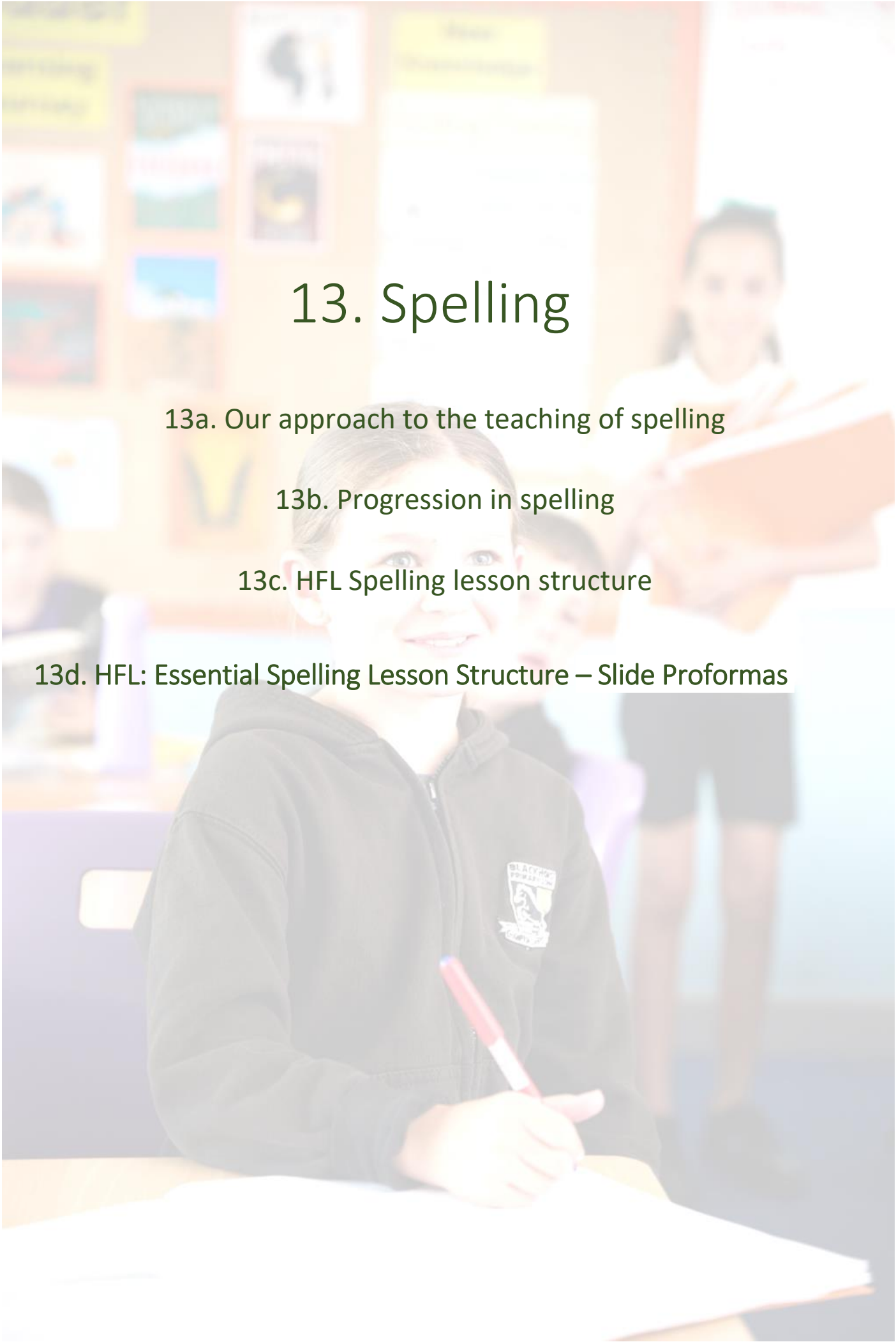
Term 1 and 2	Llama Out Loud by Annabelle Sami
Term 3 and 4	The Explorer by Kathrine Rundell
Term 5 and 6	The Lost Whale Hannah Gold

Year 5

Term 1 and 2	Charlotte's Web by E B White
Term 3 and 4	The Wild Robot by Peter Brown
Term 5 and 6	Amari and the night brothers by E B Alston

Year 6

Term 1 and 2	Skyfall by Phil Earle
Term 3 and 4	Orphans of the Tide by Struan Murray
Term 5 and 6	The Boy in the Tower by Polly Ho Yen

A young girl with dark hair, wearing a black zip-up hoodie with a crest on the left chest, is sitting at a desk. She is smiling and looking towards the camera. In her right hand, she holds a red pen, poised over an open notebook. The background is a classroom with a bulletin board covered in various papers and photos. Other students are visible in the background, slightly out of focus.

13. Spelling

13a. Our approach to the teaching of spelling

13b. Progression in spelling

13c. HFL Spelling lesson structure

13d. HFL: Essential Spelling Lesson Structure – Slide Proformas

Essential spelling is a whole class approach that teaches children spelling patterns, strategies and knowledge aligned with National Curriculum year group expectations for years 2-6.

Essential spelling can be used as a scheme for spelling on its own or in conjunction with your school's existing scheme. This complete teaching resource features a suite of progressive teaching sequences for each year group for the academic year. Sequences have been ordered progressively to review and consolidate prior learning before moving on children's spelling knowledge and application.

There are approximately 30 week-long sequences in each of the KS2 resources and 93 shorter sequences in the KS2 programme.

13a. Our Approach to the Teaching of Spelling

Year 2 – HFL: Essential Spelling

In Year 2, our chosen spelling programme is ***Herts For Learning: Essential Spelling***. This programme builds upon the code knowledge children are taught as part of the Essential Letters and Sounds phonics programme in Reception and Year 1. Much of the code studied in ***HFL Essential Spelling*** has been studied in Essential Letters and Sounds when learning to read. ***HFL Essential Spelling*** allows children to study this in more depth, as well as covering the spelling focuses outlined in the National Curriculum.

The principles of ***HFL Essential Spelling*** are:

- the delivery of whole-class, high-quality first teaching with well-structured lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children can spell with confidence
- training for all staff who are teaching ***HFL Essential Spelling***, to ensure they know how to teach the lessons with confidence.

Lesson structures and resources are provided and slide proformas have been made (see below)

Key Stage 2 – Essential Spelling and Word Knowledge

In Key Stage 2, our chosen spelling programme is ***Essential Spelling and Word Knowledge***. This programme builds upon children's prior knowledge of code and the patterns in the English language learnt in Year 2. ***Essential Spelling and Word Knowledge*** uses morphology and specific spelling rules to teach children the meanings of affixes and how they combine with root morphemes to make words. By linking spelling and word construction to meaning, it equips children with the knowledge to work out the meanings of words as well as allowing repeated opportunities for children to practise and apply spelling patterns that they can then use forever.

The programme uses building words as a vehicle to practise and apply key phonological rules again and again. The children are introduced to a new focus morpheme from which they are able to build a range of words. Morpheme grids are used as a clear, visual scaffold for all children and allows them to clearly see the component parts of different words.

13b. Progression in Spelling

Year 2 – ELS: Essential Spelling

ELS Essential Spelling covers all the statutory statements in the National Curriculum for Year 2. This includes:

- Specific code (grapheme-phoneme correspondences)
- Suffixes
- Homophones
- Apostrophes for possession and contraction
- Common words

As children move through the programme, they will build upon what they have already been taught and will make connections with codes already studied. There are opportunities for children to review and consolidate earlier teaching and code knowledge.

Week	Sequence number	Sequence title Autumn term (suggested progression)	Page
1	1	Review Y1 common exception words	10–12
	2	Review single-syllable words ending with consonant digraphs	13–15
	3	Review the /tʃ/ sound spelt tch at the end of words or syllables	16–17
2	4	Review adding -ing with no change to the root word	18–20
	5	Review adding -ed with no change to the root word	21–23
	6	Review adding -ed and -ing with no change to the root word	24–26
3	7	Review the /dʒ/ sound spelt j or g	27–28
	8	Teach the /dʒ/ sound spelt -dge at the end of words or syllables	29–31
	9	Teach the /dʒ/ sound spelt -ge at the end of words or syllables	32–35
4	10	Review of plurals adding -s or -es with no changes to the root word	36–37
	11	Teach the /s/ sound spelt c before e, i and y	38–39
	12	Teach Y2 common exception words	40–42
5	13	Review the /eɪ/ sound spelt ai or ay	43–46
	14	Review the /eɪ/ sound spelt a-e	47–48
	15	Review the sound /eɪ/ spelt a	49–51
6	16	Review adding -ed or -ing to words containing ai or ay	52–54

	17	Review the /i:/ sound spelt ee or ea	55–60
	18	Review the /i:/ sound spelt y	61–63
7	19	Review adding the suffix -y where there is no change to the root word	64–66
	20	Review the /i:/ sound spelt e-e or ie	67–70
8	21	Review the /aɪ/ sound spelt igh or i	71–73
	22	Review the /aɪ/ sound spelt i-e	74–76
	23	Review the /aɪ/ sound spelt ie and teach the /aɪ/ sound spelt y	77–80
9	24	Teach adding -ing to words with i-e: removing the e before adding -ing	81–83
	25	Review the /aʊ/ sound spelt ow or ou	84–87
	26	Review the /ɔɪ/ sound spelt oy or oi	88–90
10	27	Review the /əʊ/ sound spelt oa or o-e	91–93
	28	Review the /əʊ/ sound spelt ow or oe	94–96
	29	Review the /əʊ/ sound spelt o	97–100
11	30	Review the /u:/ sound spelt oo or u-e	101–103
	31	Review the /u:/ sound spelt ew or ue	104–105
	32	Teach homophones	106–108
12	33	Review the /ɜ:/ sound spelt ir or ur	109–111
	34	Review /ɜ:/ sound spelt er, ir or ur	112–114
	35	Review the unstressed sound /ə/ spelt er and or	115–119
13	36	Review adding the suffix -er with no change to the root word	120–122

	37	Teach -le following adjacent consonants	123–125
	38	Teach -le at the end of words containing a long vowel or short vowel sound	126–130
14	39	Teach -el at the end of words	131–134
	40	Teach -al at the end of words	135–138
	41	Teach -il at the end of words	139–141
15		Buffer week	

Week	Sequence number	Spring term Sequence title (suggested progression)	Page
	42	Teach Y2 common exception words	142–145
	43	Teach the /ʌ/ sound spelt o	146–148
	44	Review the /ʌ/ sound spelt ve at the end of words	149–150
17	45	Review the /ɔ:/ sound spelt or/ ore	151–154
	46	Review the /ɔ:/ sound spelt aw or au	155–157
	47	Teach the sound /ɔ:/ spelt a before l and ll	158–160
18	48	Review the /ɑ:/ sound spelt ar	161–164
	49	Review the /ɛə/ sound spelt are	165–166
	50	Review the /ɛə/ sound spelt air or ear	167–169
19	51	Review the /iə/ sound spelt ear	170–172
	52	Review the /ɛ/ sound spelt ea	173–174

	53	Teach homophones	175–177
20	54	Review adding the suffix -est with no change to the root word	178–180
	55	Teach irregular plurals	181–184
	56	Teach plurals of words ending in y	185–187
21	57	Review compound words	188–191
	58	Review adding the prefix un-	192–194
22	59	Teach adding -ed to words ending in e	195–197
	60	Teach adding -ing to words ending in e	198–200
	61	Teach adding -er and -est to words ending in e	201–203
23	62	Teach adding -y to words ending in e	204–206
	63	Teach adding -ed to words ending in y	207–210
	64	Teach adding -er or -est to words ending in y	211–214
24	65	Teach adding the suffix -ly with no change to the root word	215–218
	66	Teach adding the suffix -ly to words ending in y	219–221
	67	Teach adding the prefix un- to words with suffixes	222–224
25	68	Review the /k/ sound spelt k	225–228
	69	Review the /w/ sound spelt wh at the beginning of words	229–231
	70	Review the /f/ sound spelt ph at the beginning of words	232–233
26	71	Teach the /n/ sound spelt kn or gn at the beginning of words	234–235

	72	Teach the /r/ sound spelt wr at the beginning of words	236–237
27		Buffer week	

Week	Sequence number	Spelling suggested progression Year 2 summer term	Page
28	73	Review Y1 and Y2 common exception words	238–240
	74	Teach the past tense of irregular verbs	241–244
	75	Teach apostrophes for contraction	245–247
29	76	Teach adding -ing to words and doubling the final consonant	248–251
	77	Teach adding -ed to words and doubling the final consonant	252–255
	78	Teach adding -er and -est to words and doubling the final consonant	256–258
30	79	Teach adding the suffix -ful	259–260
	80	Teach adding the suffix -less	261–263
	81	Teach adding the suffixes -ment and -ness	264–266
31	82	Teach the /b/ sound spelt a after w and q	267–268
	83	Teach the /z/ sound spelt or after w	269–272
	84	Teach the /o/ sound spelt ar after w	273–276
32	85	Teach words ending in en and -tion	277–281
	86	Teach words ending in /z/ spelt s	282–285
	87	Review creating plurals of words	286–288

33	88	Review apostrophes for contraction	289–290
	89	Teach the apostrophe for possession	291–293
	90	Review compound words	294–296
34	91	Review commonly misspelt words	297–299
	92	Review suffixes	300–302
	93	Children's choice	303–304

From Herts for learning planning overview document (Year 2)

Key Stage 2 – Essential Spelling and Word Knowledge

Essential Spelling and Word Knowledge covers all the statutory statements in the National Curriculum for Key Stage 2, as well as a focus on words from the statutory spellings lists for Years 1 / 2, Years 3/4 and Years 5/6.

Each term, Years 2-6 will cover set words from the statutory spelling lists, which we have been broken down into terms, in spelling lessons and homework setting.

Year 2 Hot List Words

<u>Term 1</u> after again any bath beautiful because behind both break busy	<u>Term 2</u> child children Christmas class climb clothes could should would cold door	<u>Term 3</u> even every everyone eye fast father find floor gold grass great
<u>Term 4</u> half hold hour improve kind last many mind money most move	<u>Term 5</u> Mr Mrs old only parents pass past path people plant poor	<u>Term 6</u> pretty prove steak sugar sure told water whole who wild

Year 3 Hot List Words

<u>Term 1</u> busy earth eight eighth learn library natural potatoes straight	<u>Term 2</u> address arrive caught different fruit group guard sentence special	<u>Term 3</u> build famous February heart history important length popular reign
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<u>Term 4</u> appear difficult disappear heard height ordinary quarter strange weight	<u>Term 5</u> early favourite mention minute often opposite recent woman women	<u>Term 6</u> circle enough forward(s) perhaps regular though although thought through

Year 4 Hot List Words

<u>Term 1</u> actual actually answer breath breathe centre describe grammar medicine	<u>Term 2</u> bicycle business experiment island naughty position possible probably question	<u>Term 3</u> calendar certain complete continue imagine material purpose separate strength
<u>Term 4</u> decide extreme guide interest notice particular peculiar remember surprise	<u>Term 5</u> accident accidentally believe century increase occasion occasionally possess possession	<u>Term 6</u> consider exercise experience knowledge pressure promise suppose therefore various

Year 5 Hot List Words

<u>Term 1</u> achieve ancient criticise develop dictionary excellent forty muscle occupy	<u>Term 2</u> accompany communicate conscience conscious curiosity embarrass marvellous mischievous recognise	<u>Term 3</u> bruise desperate determined disastrous guarantee immediately language opportunity temperate
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occur queue stomach	soldier system thorough	twelfth vehicle yacht
<u>Term 4</u> accommodate amateur equip equipped equipment harass hindrance identity neighbour nuisance suggest variety	<u>Term 5</u> competition explanation familiar foreign interfere interrupt persuade physical privilege profession pronunciation signature	<u>Term 6</u>

Year 6 Hot List Words

<u>Term 2</u> according attached cemetery community controversy especially frequently government leisure parliament prejudice sacrifice sincere sincerely	<u>Term 3</u> aggressive apparent available average category convenience individual relevant restaurant rhyme rhythm shoulder symbol vegetable	<u>Term 4</u> appreciate awkward bargain committee correspond definite environment exaggerate existence necessary programme recommend secretary
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13c. HFL: Essential Spelling Lesson Structure

Teaching a Specific Spelling / Review Lessons

Spelling Lesson Structure Years 2-6			
Revisit	Reading	Common exception words (CEWs) Previous years CEW with current years CEW added at the end of each term when taught	- Click through previously taught content and ask the children to chant the words/spellings as they see them. - Use 'my turn, your turn' when children seem unsure of a word. - Whilst clicking through the words, scan the children and note down any who are unsure of particular words.
	Spelling	Previously taught CEW Term 1 and 2- previous years Term 3-6 current years	Revisit 2 previously taught CEW to spell - Show the children a blank slide and say the word. - Ask the children to write the word on their whiteboards - When all the children have written the word, reveal the spelling and ask them to 'tick or fix' - Note down any children struggling to spell the word
		Previously taught spellings	Revisit 2 previously taught words that follow the spelling rule (taught the previous week) - Show children previously taught spelling rule and ask children to recall the rule - Show the children a blank screen and say the word. Ask the children to repeat three times - If the word is decodable hold your right hand still and slowly segment the word moving your left hand away from your right hand - Use phoneme fingers to repeat the segmenting process and count how many phonemes there are in the word - Say with the children how many phonemes there are - Children to write each corresponding grapheme on their whiteboards - T to click to reveal the word - Children to 'tick or fix' their spelling
Teach and Practise	Reading	New CEW Current years- see spelling list in reading strategy for order to work through	Two new CEW - Tell the children they are going to learn read two new CEW today - Display the word and read the word to them pointing out any spelling patterns - Ask the children to read back the word (my turn, your turn) 3 times
		New spelling rule	Three new words to read - Tell the children we are going to learn a new spelling rule for the week - Display the slide that shows the new rule (see model PowerPoint for new spelling word script) - Explain the rule to the children - Next display slides with words that use the new spelling rule - Show each word in turn

			- Blend the word to read as a group- T to use reading finger to point to relevant parts of the word to support - Once the word has been blended- T to say 'The word is....' and children to fluently read the word back to the children. T to sweep finger across the bottom of the word - Explain the meaning of the word if children are unsure. NB- the T should not sound out or blend the words with the children. If the children are unable to blend and read the word after 2 or 3 attempts use 'my turn, your turn' to support.
	Spelling	New spelling rule	Three new words to spell. - Show the children a blank screen and then say the word use 'my turn, your turn' 3 times - If the word is decodable hold your right hand still and slowly segment the word moving your left hand away from your right hand - Use phoneme fingers to repeat the segmenting process and count how many phonemes there are in the word - Say with the children how many phonemes there are - Children to write each corresponding grapheme on their whiteboards - T to click to reveal the word - Children to 'tick or fix' their spelling
Apply	Write the sentence including CEWs and new spelling rule words from lesson		- Show a slide with a picture to illustrate the sentence content - Without displaying the sentence, say the sentence using 'my turn, your turn' 3 times - Using a stretching motion with your hands say the sentence and count how many words will need to be written - Focus on the CEWs and spelling rules taught in the lesson. Identify them with the children and segment any of the spelling rule words that are fully decodable - The children can then write the sentence on their whiteboards. T to circle the children giving support where required - Display the sentence on the board and ask the children to 'tick or fix' the sentence concentrating on any of the focus words
Revise	Recall new spelling rule and CEWs taught today		- Show the focus spelling rule of the lesson. Ask children to recall the rule. - Show words containing the spelling rule and ask them to fluently read the words - Show the children the CEWs of the lesson and ask the children to recall the word

13d. HFL: Essential Spelling Lesson Structure – Slide Proformas

To ensure that our children get a consistent delivery of the spelling content throughout their school journey, each year group has a set slide proforma which they use for every spelling lesson.

Reading

Revisit CEW <i>Reading</i>	actual	actually
answer	breath	breathe
centre	describe	grammar
medicine	bicycle	business

Revisit

Revisit CEW <i>Writing (Spelling check)</i>	<i>actual</i>	actually
Revisit Spelling rule '____' <i>Writing</i>	Can you remember why we have silent letters in some words?	guard

Teach and Practice

Teach
New CEW
Reading

accommodate

aggressive

Teach
New spelling rule
Reading

Making words plural

Today, we are adding 'ies' 'ies/ies' to words to make them plural.

Plural means 'more than one'.

Most plurals just add 's' - if the ending words the 'i' or 'e'
Eg. friends - friends, guards - guards, men - men, think of - think of.

• If the ending words the 'i' and for some reason, it is spelled as -en
Eg. - Bees, horses, men, go, think of, sing!

• If the word ends in -f or -fs, change the f to a v and add an s. The
word for both types is a plural that ends in -ves.
Eg. - Thief - thieves, life - lives, dwarf - dwarves, deer - deer.

Businesses

Wolves

Thieves

Teach
New spelling rule
Writing

Making words plural

Today, we are adding 'ies' 'ies/ies' to words to make them plural.

Plural means 'more than one'.

Most plurals just add 's' - if the ending words the 'i' or 'e'
Eg. friends - friends, guards - guards, men - men, think of - think of.

• If the ending words the 'i' and for some reason, it is spelled as -en
Eg. - Bees, horses, men, go, think of, sing!

• If the word ends in -f or -fs, change the f to a v and add an s. The
word for both types is a plural that ends in -ves.
Eg. - Thief - thieves, life - lives, dwarf - dwarves, deer - deer.

categories

sandwiches

wives

Apply

Apply
Write the sentence

The categories were endless.

Henry 8th had 8 wives

I love all types of sandwiches.

Revise

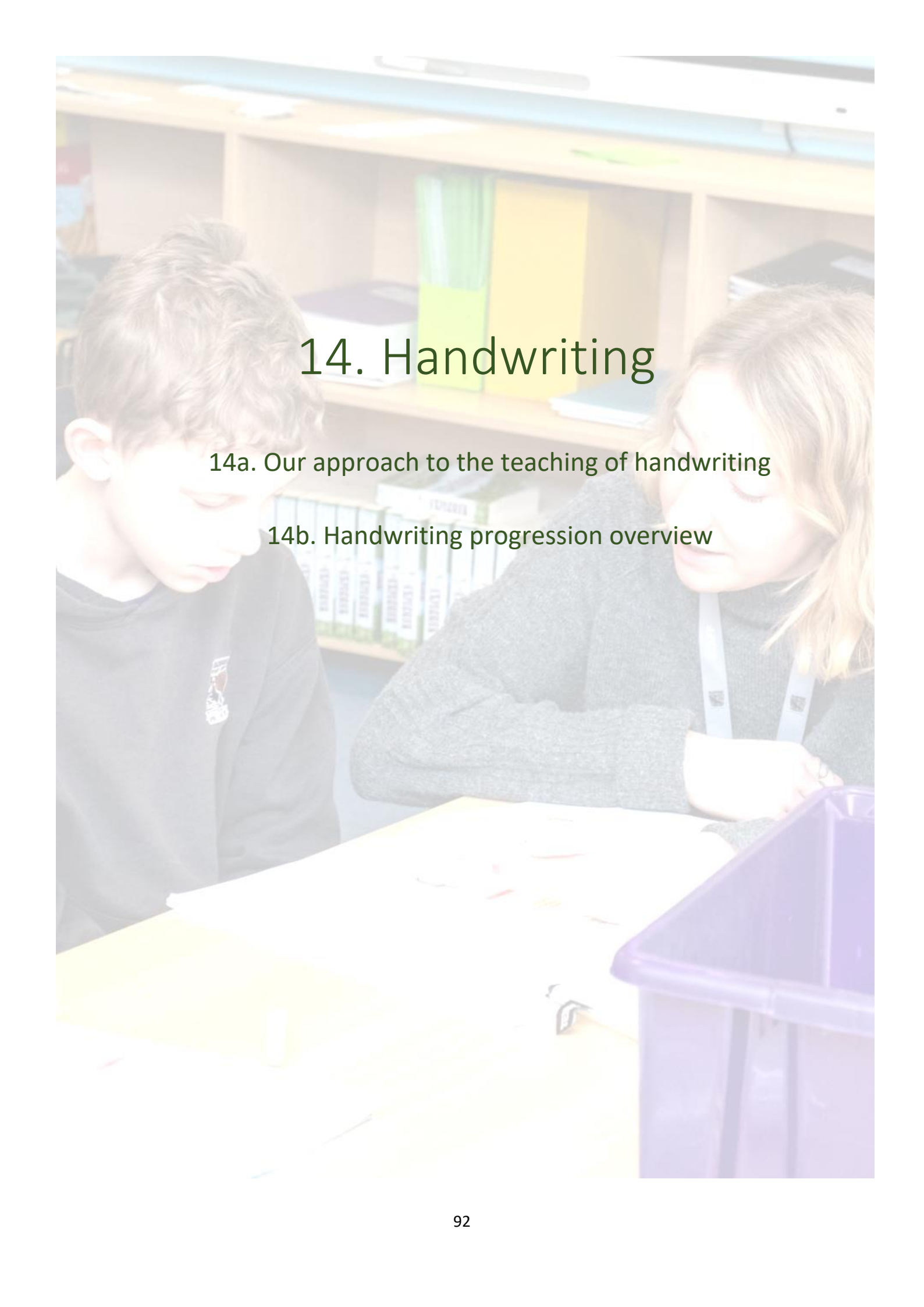
Revise
Spelling rule
reading

What does plural mean?
When would we add an ies?
When would we add a ves?
When would we add an es?

Revise
CEW
Reading

ACCOMMODATE

Aggressive

A photograph of a teacher and a student working on handwriting practice in a classroom. The teacher, a woman with blonde hair, is leaning over a desk, pointing at a piece of paper. The student, a young man with brown hair, is looking down at the paper. On the desk, there are several sheets of paper, some with handwriting practice lines, and a purple plastic bin. In the background, there are wooden shelves with books and a green folder.

14. Handwriting

14a. Our approach to the teaching of handwriting

14b. Handwriting progression overview

14a. Our Approach to the Teaching of Handwriting

Handwriting requires frequent, discrete and direct teaching. Pupils must learn to form letters correctly, use correct spacing within and between words, and develop a fluent, joined handwriting style. We explicitly teach, model and practise handwriting in all year groups, and our progression framework supports development from early print to joined, cursive writing.

Adults have high expectations of children's handwriting in all written outcomes. During modelled writing, adults demonstrate accurate letter formation, a cursive, joined style (from Year 2 onward), and appropriate spacing within and between words.

When children are writing, adults monitor both the *product* and the *process*, observing children as they write to check for accuracy in letter formation and letter joins. Adults provide effective, high-quality feedback on children's handwriting and presentation, supporting children to make edits where needed.

All handwriting lessons follow the lesson structure of **Revisit, Teach, Practise, Revise**, with some lessons also including **Apply**:

- **Revisit** – Lessons begin with a recap of the correct writing position and pencil grip.
- **Teach** – Teachers model accurate letter formation and joins.
- **Practise** – Children experience repeated practice of the focused letter or join. During this time, adults provide immediate feedback, offering support and remodelling as needed.
- **Revise** – Children review their handwriting and select the 'best' example.
- **Apply** – Teachers model applying letter formation and joins to write words, which children then practise independently.

Letter Family	Revisit Down Letters			Revisit Curly Letters		Revisit Zigzag Letters
Lesson	1	2	3	4	5	6
Revisit	writing position and pencil grip					
Teach	l – down and flick i – short down, flick, give it a dot t – down and round, pencil off, across u – down, round, up, down and flick	y – down, round, up, down, give it a tail j – short down, tail, give it a dot r – down, up and over n – down, up, over, down and flick m – down, up, over, down, up, over, down and flick	p – down, up to the top, round to the middle h – down, up to the middle, over, down and flick b – down, up to the middle and round to the bottom k – down, up to the middle, loop and flick	c – around the curl to sit on the line o – around all the way and flick a – around, up, down and flick d – around, all the way up, down and flick	q – around, up, all the way down and give it a tail g – around, up, all the way down and flick e – across and over, curl to sit on the line s – up and over, around the other way f – over, all the way down and add a tail, pencil off and across	v – down, up, flick w – down, up, down, up, flick x – across to the bottom-right, lift, across to the bottom-left z – straight, across, straight
Practise	l i t u till little quit multiple	y j r n m yarn runner yummy jumper	p h b k hike back bump happy	c o a d add code coach local	q g e s f eggs feast qualify	v w x z buzz wave vowel waxy
Revise	Children should self-review by circling the letter formed most accurately. The teacher should address common misconceptions.					
Apply	Children should be given regular opportunities to apply this formation in their writing.					

Example of Year 2 sequence of lessons

EYFS

On entry into Reception, adults identify which stage of pencil grip development a child is working at. This information informs focused teaching and provision, supporting children to progress through the developmental stages and achieve a dynamic tripod grip by the end of the year.

Children are initially taught how to form each letter as part of their phonics lessons. Letter formation rhymes and mnemonics are introduced alongside each new GPC. These are consistently referred to by adults and children when practising letter formation – both when writing GPCs in isolation and within words, phrases and sentences.

Handwriting is further supported through small-group writing sessions and continuous provision. During these times, children practise and develop accurate letter formation. Letter formation rhymes and mnemonics continue to be used and modelled. Adults maintain high expectations of children's transcriptional skills, providing instant feedback and targeted opportunities for further practice.

Opportunities to develop gross motor skills, fine motor skills and writing skills are provided throughout continuous provision.

Year 1

Accurate formation of lower-case and capital letters is a fundamental transcriptional skill that must be secured during Year 1. By the end of Year 1, pupils should – unless they have a significant physical difficulty – be able to form letters correctly and confidently.

In Year 1, children continue to practise letter formation as they learn new GPCs during phonics lessons. Letter formation rhymes and mnemonics continue to be used as above.

Discrete handwriting lessons also continue in Year 1. Children are taught letters in handwriting 'families', with ongoing reference to the letter formation rhymes and mnemonics already introduced.

At the start of Year 1, the primary focus of all written outcomes is on developing foundational knowledge and skills in handwriting, spelling and oral composition. Children write dictated sentences, allowing them to concentrate on these transcriptional skills. High-quality, in-the-moment feedback is provided by adults, and children practise these skills until they are secure.

Year 2

In Year 2, children revise and practise correct letter formation and develop their understanding of how letters should be spaced, sized, orientated and related to one another within words and sentences. Letter formation mnemonics and rhymes continue to be used until children are consistently forming every letter correctly and confidently.

Handwriting teaching in Year 2 begins with ensuring that all children can form letters correctly. Once children can consistently form letters with the correct orientation, they are taught how to use cursive 'lead-in' and 'lead-out' strokes, leading into joined handwriting.

Key Stage 2

In Key Stage 2, handwriting continues to be taught discretely, with the aim of securing accuracy in joined, cursive handwriting. Children practise handwriting regularly to increase the fluency and speed with which they can write down their ideas. Pupils use joined handwriting in most independent writing, switching to an unjoined style only for specific tasks (explicitly taught in Year 5 and Year 6).

Left-handed children

We are mindful that left-handed children may find it challenging to mimic skills modelled by right-handed teachers. It is essential that we know which children are left-handed and provide them with individual or group modelling. Our handwriting progression gives further guidance on supporting left-handed children with their handwriting.

14b. Handwriting Progression Overview

Year group	Unit	Number of lessons	Focus
Pre-school	1	ongoing	Developing Gross and Fine Motor Skills
	2	ongoing	Pre-Writing Skills
Reception	1	ongoing	Developing Gross and Fine Motor Skills Mastery
	2	ongoing	Establishing the Correct Pencil Grip and Writing Position
	3	6	Pre-Writing Skills Mastery
	4	14	Lowercase Letter Formation
	5	13	Forming Letter Families
	6	ongoing	Name Writing
	7	6	Number Formation
Year 1	1	ongoing	Establishing the Correct Pencil Grip and Writing Position Mastery
	2	ongoing	Name Writing mastery
	3	6	Number Formation Mastery
	4	14	Lowercase Letter Formation Mastery
	5	14	Uppercase Letter Formation
	6	12	Forming Letter Families Mastery
	7	12	Uppercase Letter Formation Mastery
	8	8	Form Lowercase Letters of the Correct Size Relative to One Another
Year 2	1	4	Revisit Number Formation
	2	6	Revisit Lowercase Letter Formation
	3	6	Revisit Uppercase Letter Formation
	4	16	Letter Joins
	5	16	Letter Joins Mastery
	6	3	Form Lowercase Letters of the Correct Size Relative to One Another Mastery
	7	5	Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	8	3	Spacing Within and Between Words Which Reflects the Size of the Letters
Year 3	1	3	Revisit Number Formation
	2	6	Revisit Uppercase Letter Formation
	3	8	Letter Formation Mastery
	4	16	Revisit Letter Joins
	5	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another Mastery (<i>including Y3&4 NC statutory spelling list</i>)
	6	ongoing	Uppercase Letters and Numbers Correctly Sized in Relation to One Another Mastery
	7	4	Spacing Within and Between Words Which Reflects the Size of the Letters Mastery (<i>including correctly formed Y3&4 NC punctuation requirements</i>)
	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch
	9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting

	6	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another (<i>including Y3&4 NC statutory spelling list</i>)
	7	4	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (<i>including correctly formed Y3&4 NC punctuation requirements</i>)
	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch Mastery
	9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting Mastery
Year 5	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Letter Formation and Letter Joins
	4	5	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (<i>including correctly formed Y5&6 NC punctuation requirements</i>)
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting (<i>including Y5&6 NC statutory spelling list</i>)
	7	15	Using an Unjoined Style for a Particular Purpose
Year 6	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Letter Formation and Letter Joins
	4	6	Revisit Spacing Within and Between Words and Across Lines of Writing so Ascenders and Descenders Do Not Touch (<i>including correctly formed Y5&6 NC punctuation requirements</i>)
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting Mastery (<i>including Y5&6 NC statutory spelling list</i>)
	7	4	Using an Unjoined Style for a Particular Purpose Mastery

15. Assessment of Writing



15. Assessment of Writing

Ongoing, formative assessment is used throughout a unit of writing. Adaptations are made to future teaching as needed.

Summative assessments are carried out 3x per year in all year groups. At these assessment points, teachers make a judgement about where children are currently 'on track' to be at the end of the academic year. This information is recorded on **Arbor**, reviewed and analysed by the Senior Leadership Team, and discussed at Pupil Progress Meetings to inform next-step planning and interventions.

EYFS

In EYFS, we complete a statutory baseline assessment within the first 6 weeks of children starting school. This assessment identifies children's initial understanding of segmenting and blending words. Alongside this, teachers assess and note children's pencil grip, dominant hand, and name writing, which supports early identification of next steps in both fine motor skills and writing.

We then use the **Leaf Progression Across the EYFS** document, taken from **Development Matters 2023**, to assess children's writing and fine motor skills each term. This is a 'best fit' judgement and identifies which stage children are working within: Birth to 3 years; 3-4 years; Reception year; ELG. This supports next-step planning and targeted support.

In the summer term, we assess all children in Reception against the Early Learning Goals, identifying whether they are 'Emerging' (coded 1) or 'Expected' (coded 2) for each area of learning.

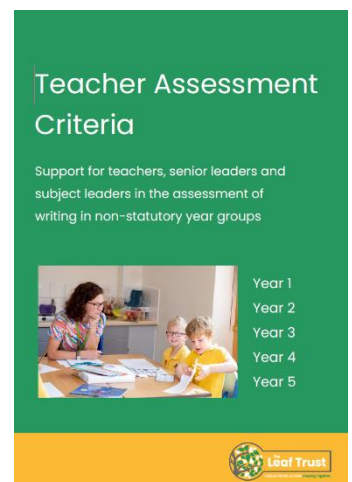
Year 1 – Year 5

We use the **Leaf Trust Teacher Assessment Criteria** when assessing writing in non-statutory year groups. These materials provide a single, consistent approach to writing assessment across the school and the Trust. There are statements to describe working at the standard (EXS) and working at greater depth (GDS) for all year groups, as well as statements to describe working towards the standard (WTS), and non-negotiables from previous years, in Years 2-5.

When assessing writing, we use a 'secure fit' model. This means that children need to securely demonstrate all of the criteria within the standard they are working in. It is important to remember, however, that each of the standards are on a spectrum.

The TAC materials provide further guidance on how to assess children's writing.

Exemplification materials are used to support teachers in making assessment judgements.



Year 6

We use the statutory ***Teacher assessment frameworks at the end of key stage 2*** when assessing writing in Year 6. The three standards in the framework – WTS, EXS, GDS – contain a number of ‘pupil can’ statements, which children must securely demonstrate in order to achieve a standard.

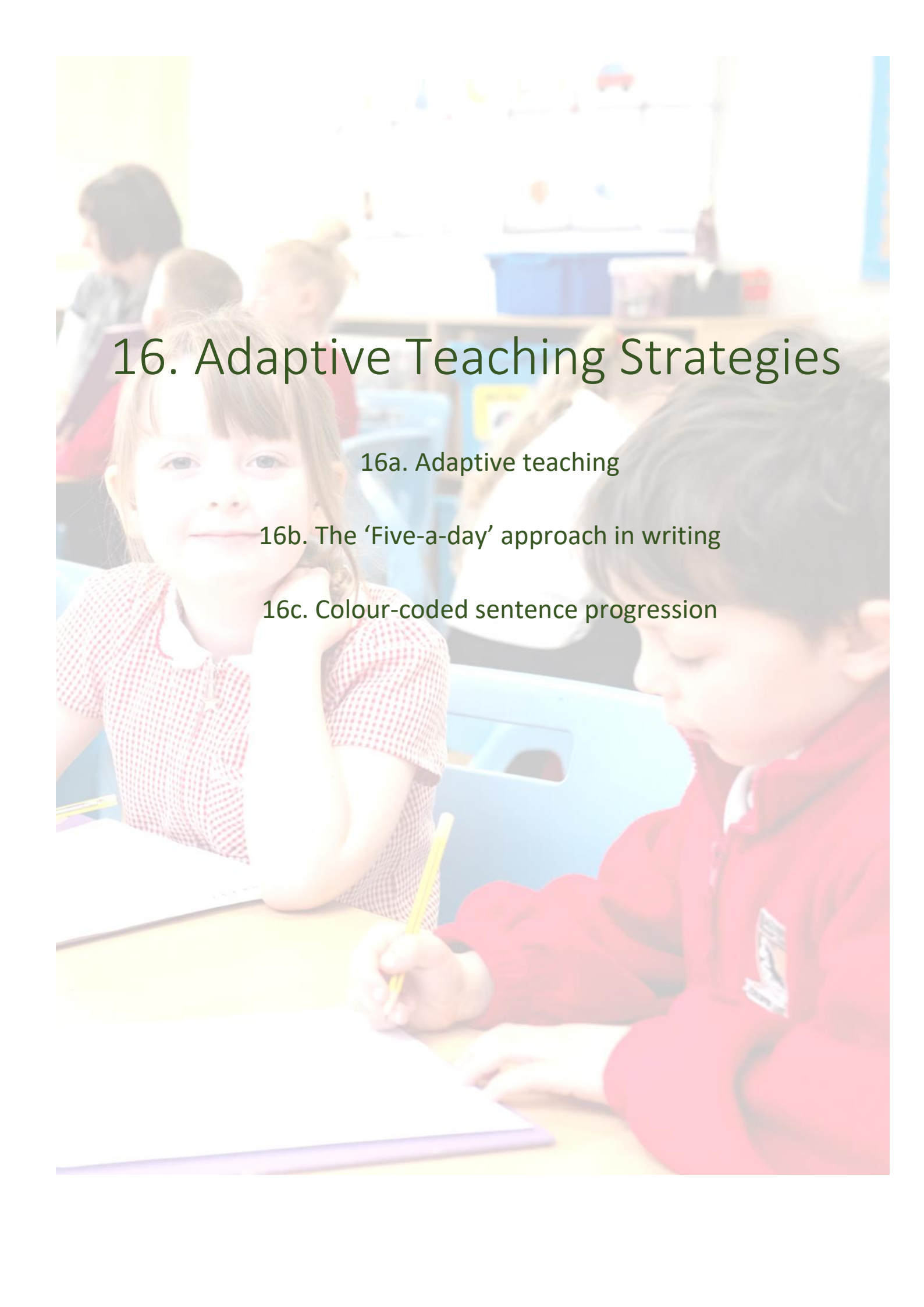
The TAF materials provide further guidance on how to assess children’s writing in Year 6.

Exemplification materials are used to support teachers in making assessment judgements.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

Moderation takes place both internally – within and between the Primary Excellence Partnership schools – and externally – with colleagues from other Leaf Trust schools, supported by trained moderators. Each year, a moderation visit from members of the Leaf Trust team takes place for a non-statutory year group, and 25% of schools nationally receive a statutory external moderation visit for Year 6 from the local authority.



16. Adaptive Teaching Strategies

16a. Adaptive teaching

16b. The 'Five-a-day' approach in writing

16c. Colour-coded sentence progression

16a. Adaptive Teaching Strategies

Adaptive teaching advocates teaching the same lesson to all, by providing scaffolds to those who need additional support in order to access the same ambitious curriculum and meet the same high expectations. It is a responsive approach that draws on ongoing assessment and observation, enabling teachers to adjust instruction to better meet children's needs.

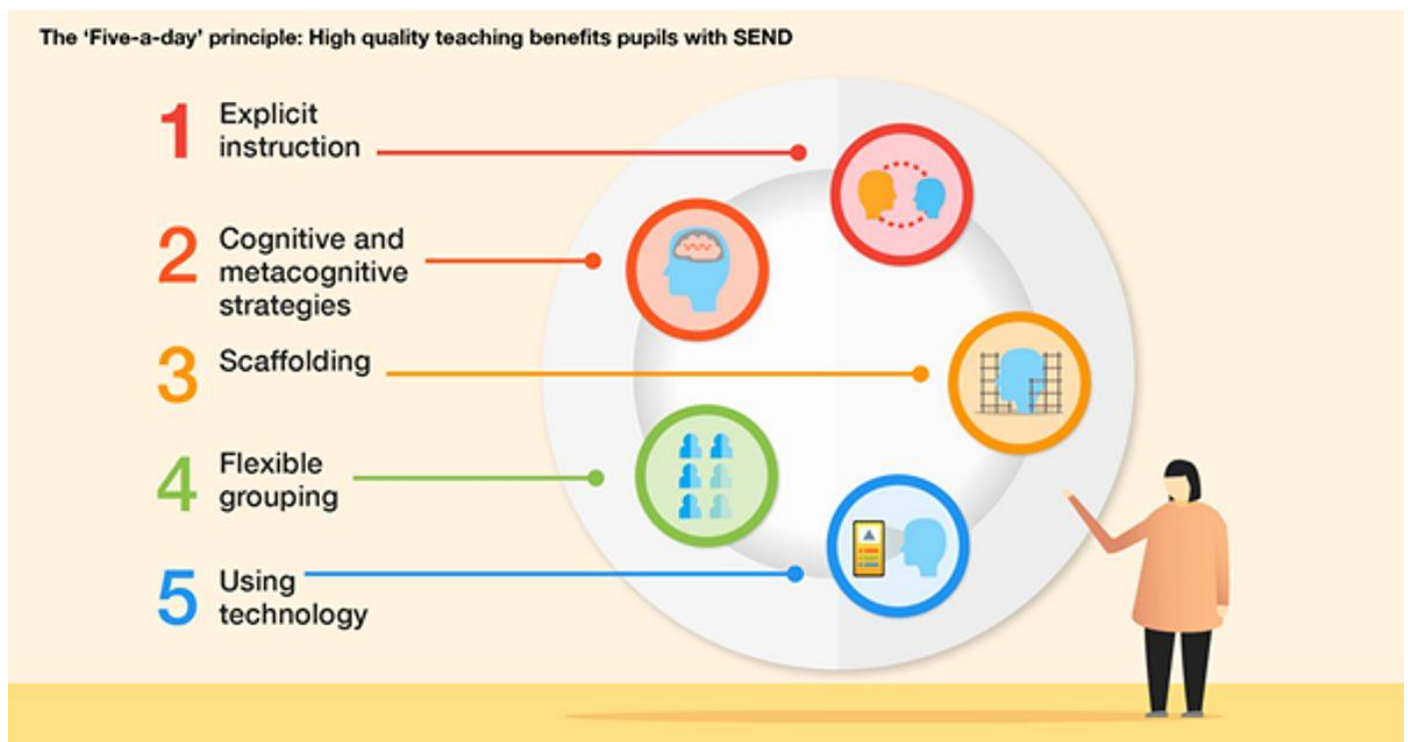
Importantly, adaptive teaching strategies should not be used in a fixed way for specific children. Instead, they should be used flexibly to support any child showing a particular area of need.

The most effective adaptive teaching occurs when adults anticipate potential barriers and plan appropriate strategies in advance. However, in-the-moment adaptations can also be valuable when unforeseen challenges arise.

In the context of Writing, it is important to consider the following:

- Adaptations may target composition **or** transcription.
- Final writing outcomes can be adapted, though all pupils should, where possible, write for the same purpose.
- Adaptations can be made throughout a unit of work so that all grammar practice tasks and short-burst writing outcomes have the same key features as the final piece (e.g. same tense, same person).
- Adaptive teaching needs to focus on the progression of the skills being taught.

We have based our adaptive teaching approach for writing on the EEF's 'Five a Day Principle'.



16b. The Five-a-day Approach in Writing

We have taken guidance from the EEF's 'Five-a-day approach' when considering adaptive teaching in Writing. These strategies are used to set our children up for success.

Explicit Instruction - Modelling facing learners - Thinking out loud - Keep language clear and concise - Ensure fair access to modelled input (e.g. visual aids, concrete resources) - Direct engagement, using learners' names - Allocate adults to re-word and re-frame 	Cognitive and Metacognitive Strategies - Choral response - Cold calling - Talk together - Peer explanations to whole class - Chunking the task - Reducing transcriptional or compositional load - Providing prompt sheets - Display useful information in a more permanent form 	Scaffolding - Short tasks then return to teacher - Smaller pieces of writing or less text - Building in additional practice or revisiting earlier steps in the progression - Using a person (peer, teacher, TA) - Using resources: ○ Phoneme frames ○ Word banks ○ Planning frames ○ Writing frames ○ Picture supports ○ Structure strips ○ Sentence-level work ○ Colour-coded Example of Excellence ○ Checklists 
Flexible Groupings and Seating - Changed in response to assessment - Consideration of where vulnerable learners are sat - Collaborative learning - Guided writing - Tracking back or pre-teaching 	Using Technology - Visualiser to model worked examples - Mirror the teacher's screen - Speech-generating apps - Electronic spellcheckers - Clicker and Word for sentence rehearsal and construction 	

16c. Colour-Coded Sentence Progression

A key approach we use to scaffold writing is based upon a colour-coded sentence progression. This resource provides a comprehensive breakdown of sentence structure progression across year groups, accompanied by colour-coded visuals.

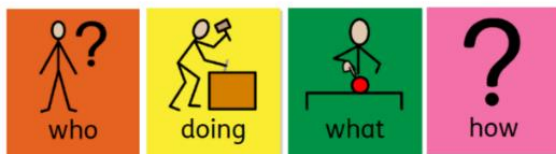


This approach can be used in a number of different ways:

- **Whole-class teaching:** When introducing new grammar, or looking at how to manipulate grammar
- **Adaptive teaching:** Providing a visual scaffold to support children when planning or writing
- **Tracking back:** Identifying appropriate grammar teaching and providing a scaffold for children working out of year group.

It can also be used in a range of lessons throughout the unit of work:

- **Slow write:** Visuals can be used to support children in recalling previously taught grammar
- **Grammar lessons:** Teaching input can use visuals to support; sentence combining, sentence building and sentence stem lessons can be scaffolded using the visuals
- **Planning:** Providing visuals within planning grids
- **Short-burst and extended writing:** Supporting children to construct various sentence structures throughout their writing.



Example of whole-class teaching

Funni lugged a sack of soil safely.

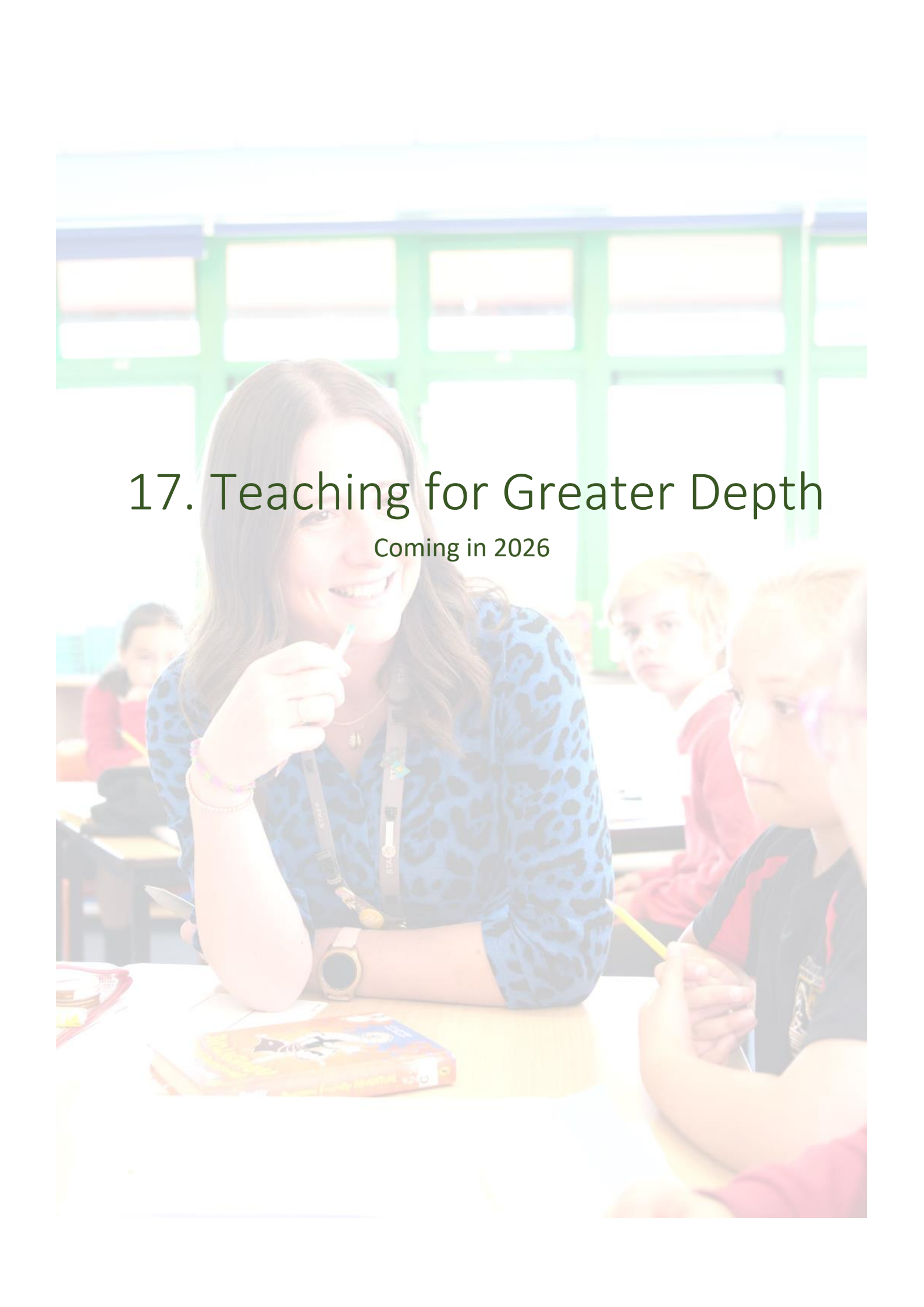
She waited for the flowers patiently.

who	doing	what	how
Funni	lugged	a sack of soil	carefully
Zoo	nuzzled	the flowers	bravely
She	waited for	games	safely
He	watered	tiny seeds	neatly
They	visited	the tyres	patiently
The flowers	grew	the plants	slowly
The plants	played	the plant pots	happily
The garden	bloomed	the rooftop	excitedly

Example of scaffold using during sentence building

Example of planning grid

A photograph of a female teacher with long brown hair, wearing a blue leopard-print top and a lanyard, sitting at a desk and smiling. She is holding a small object in her hand. In the foreground, a young boy with blonde hair is looking at her. Another boy is visible in the background. The classroom has large windows with green frames. The text "17. Teaching for Greater Depth" is overlaid in the center.

17. Teaching for Greater Depth

Coming in 2026

Acknowledgements:

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Leaf School Improvement
Partner (English)



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HfL: Essential Spelling



Our thanks to HfL: Essential Spelling, the school's chosen spelling programme. All HfL materials within this document are subject to copyright.

Jacobs Education



Our thanks to Jacobs Education for their Colour-Coded Sentence Progression, which provided the inspiration for some of the schools' adaptive teaching practice.

Our thanks also to the many authors, researchers & teachers whose collective knowledge and teaching strategies have informed this strategy document.

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