



Cambridge Park Academy

Character - Preparation - Achievement

English Functional Curriculum

Stages 4-10

Curriculum Intent:

At Cambridge Park Academy, we have a clear vision that all pupils develop literacy skills that enable them to acquire a deep, long term, secure and adaptable understanding of the subject. We have developed a bespoke curriculum that supports our vision, beginning at the very early stages of development, ensuring the fundamental skills are acquired and mastered.

The curriculum ensures that all pupils develop fundamental Oracy skills to support their ability to listen, understand and interpret spoken language. It supports pupils to develop their communication effectively to convey their thoughts and ideas.

It develops a love of reading through exposure to a range of high interest, rich, quality texts across all stages of the curriculum. It ensures all pupils have the opportunity to develop their reading abilities and make progress to their best of their abilities.

The curriculum demonstrates clear progressive developmental stages for fundamental transcription skills, including spelling and handwriting. It ensures that pupils are able to articulate and structure their own ideas for writing with increasing confidence and independence, as well as working to develop their ability to plan and review writing for a range of purposes.

Curriculum Implementation

Oracy
Receptive Skills

Oracy
Speaking & Listening



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Excellence in Early English



Reading

Pre-Reading

- Bespoke curriculum that develops fundamental skills pupils need in preparation for reading.

- First Steps Progression Document

- Next Steps Progression Document

Assessment - Pre Key Stage 1

Phonological Awareness

Building on the success of our Early English pre-reading curriculum work, there is a need to develop curriculum provision for our early writers. Current research shows that we currently sit in a national deficit of young writers with significantly more barriers present for neuro-divergent children.

Barriers

- National Writing Curriculum has previously introduced complex tasks too early.
- Pupils are not given sufficient teaching and practice to become fluent with transcription.
- Gaps between pupils reading ability and level of comprehension.
- Some pupils are non-verbal but can learn to read and write with right support.
- Pupils with co-occurring conditions or SEND require alternative teaching.

Writing

Composition

(Articulating and Structuring ideas)

Transcription

(Spelling and Handwriting)

Pre-Writing

- Wiggle me into Squiggle
- Squiggle whilst you wiggle
- Dough discs

- First Steps Progression Document

- Next Steps Progression Document

Assessment - Draw you



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Effective teaching strategies may include:	Foundations Curriculum	Gross motor skills Physical tracking Crossing the midline – connect left to right	Use basic objects and images to support interest
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Transcription

Composition

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<p>Oral rehearsal Modelling Scaffolding guiding purposeful Practice questioning capturing ideas Vocabulary generation and execution adaptations and frames Shared composition Assertive monitoring Continual feedback Edit and improve Present for purpose /audience</p>		<p>Combining gross motor skills with physical development / dough disco, tweezer, squiggle etc Fine motor- mark making, variety of implements – brushes, chalks, pencils Pincer to tripod grip Cutting – increasing control Early phonological awareness</p>	<p>Oral only Repeated patterns Phrases Retelling</p>
		<p>Formal daily phonics Letter formation – handwriting (include some CLS) Gross into fine motor Mark making dictated sentences /phrases and words – known GPC's in addition to phonics Concept of finger spaces</p>	<p>Oral composition of phrases and sentences Teacher model into writing – children aid to compose Stem given for children to develop</p>
	Stage 4/5	<p>Development of handwriting 0 the accuracy of letter formation- size and position , orientation to become more automatic – precision developing Formal daily phonics continues Discrete handwriting and spelling sessions Dictated sentences in addition to daily phonics Finger spaces embedded. Basic punctuation ,full stop CL – form</p>	<p>Oral rehearsal into composition – teacher model – children repeat and may create form stem Focus is on sense and accuracy.- does it sound right when repeated and read aloud ? Compose and write simple sentences. Teach essential punctuation and grammar sentence stem</p>
	Stage 6	<p>Consolidation of phonics but with an emphasis on encoding for spelling Handwriting lessons to continue – focus on accuracy and precision. Dictation of sentences with range of taught punctuation and spellings</p>	<p>Directly teach how to write and compose with accuracy (including punctuation, grammar and sentence structure – knowledge appropriate to working memory and prior exposure) Begin to introduce concept of audience and purpose Simple scaffolds – process /organisation</p>
	Stage 7	<p>Discrete handwriting teaching to continue and development of joining and fluency . Spelling lessons taught and include dictated sentences</p>	<p>Continuation of direct teach , model, write , compose Use of punctuation for accuracy Range of scaffolds build from Yr 2 –</p>
Stage 8+	<p>Consolidate handwriting to be fluent , legible and consistent (all books) Link spelling patterns where possible Direct teaching of spelling and vocabulary continues with dictated sentences and passages</p>	<p>As new audience and purpose develops – experience compositional elements thorough process Deconstruct, discuss effect on reader, model and compose , scaffolds , build in sophistication of vocabulary and manipulation of sentence structure and punctuation- leading to independent composition at stage appropriate (confidence and experience of child)</p>	

Developmental Stages and Ages				
<p>Stage 4 5 years (The bridge from the foundation curriculum to the formal curriculum)</p>	<p>Stage 5 5-6 years</p>	<p>Stage 6 6-7years</p>	<p>Stage 7 & 8 7-9 years</p>	<p>Stage 9 &10 9-11 years</p>



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Long Term Plan						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me (History Link)	Celebrations (Geography)	Castles & Knights (History)	Growing (Science)	Big Changes (History)	Volcanos (Geography)
Stage 4, 5 & 6	Writing to Entertain <ul style="list-style-type: none"> Letters Postcards Narratives (personal experiences) Simple story retelling 	Writing to Entertain <ul style="list-style-type: none"> Simple Story retelling Storyboards Setting Descriptions Poetry 	Writing to Inform <ul style="list-style-type: none"> Description of place/object Fact files Labels Recount (personal experiences) 	Writing to Inform <ul style="list-style-type: none"> Labels Simple Instructions Letters Descriptions place/thing Retell/recount 	Writing to Entertain <ul style="list-style-type: none"> Narrative (personal experience) Speech bubbles Storyboards Lost and found posters Descriptions Character/setting Story retelling 	Writing to express feeling <ul style="list-style-type: none"> PowerPoint/presentation Perform/Drama Recount of experience within role. Diary/Journal entry Simple setting descriptions
Theme	Detectives and Spies (English)	Classic Stories (English)	Castles and Knights (History)	Growing (Science)	Big Changes (History)	Volcanos Geography)
Stage 7 & 8	Writing to Entertain <ul style="list-style-type: none"> Character/Setting descriptions Story openings Story endings Dialogue between characters Poetry/Perform 	Writing to Express Feeling <ul style="list-style-type: none"> Narratives Recount in role/as character Diary entries Descriptions to evoke emotion. 	Writing to Inform <ul style="list-style-type: none"> Explanations Recount of events Biography Letters Newspapers 	Writing to inform <ul style="list-style-type: none"> Explanations Articles (factual) Review product/event Recount 	Writing to entertain <ul style="list-style-type: none"> Character/Setting descriptions Short stories Simple contrasted descriptions Letters to recount events 	Writing to Persuade <ul style="list-style-type: none"> Adverts Posters Brochures/Leaflets Speeches Formal letter to persuade
Theme	Detectives and Spies (English)	Classic Stories (English)	Castles and Knights (History)	Growing (Science)	Big Changes (History)	Volcanos Geography)
Stage 9 & 10	Writing to Entertain <ul style="list-style-type: none"> Short stories to include 5 parts Setting descriptions that build suspense/atmosphere. Stories with cliff hangers Poetry/Perform Dialogue (clear differential between voices) 	Writing to Express Feeling <ul style="list-style-type: none"> Recount in role/as character Reflective Journals Monologues Narrative writing Diary Entries 	Writing to Inform <ul style="list-style-type: none"> Recount Biography/Obituary Explanations Autobiography 	Writing to Inform <ul style="list-style-type: none"> Explanations Non-Chronological reports Formal/Informal letters Newspaper Articles Instructions 	Writing to entertain <ul style="list-style-type: none"> Deliberate switch of tense/person Stories with flashbacks Contrasting descriptions Character/setting descriptions 	Writing to persuade <ul style="list-style-type: none"> Formal letter to complain and persuade action. Journalistic writing with bias Balanced arguments Reviews Campaign Speeches

Transcription Across the Stages

As the model above demonstrates, transcription skills should weigh a significant part of your direct teaching and learning, particularly in stages. Without transcription skills being fully embedded and habitual, pupils will not have capacity in their working memory to work on new knowledge involving composition skills, and therefore, will not be able to make progress. As the document progresses, please remember that our pupils often display a “spikey profile” within learning, meaning they may be accessing spellings below or above their “working stage”. The



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spellings taught need to be in line with the individual pupils phonics level, and this will be the main driver for spelling words until stage 6 has been surpassed. Spellings are chunked into blocks rather than terms, as pupils will often spend longer than one term on a "block" of spellings. A block will be stayed on until mastered, as the blocks increase in difficulty throughout.

Stage 3 & 4 Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing using the tripod grip Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds Form the digits 0 – 9 correctly, starting and finishing these in the right place Sit correctly at a table, holding a pencil comfortably and correctly. 		
Guidance for Transcription	<p style="text-align: center;">Direct Teaching</p> <ul style="list-style-type: none"> Name writing Daily Phonics Letter formation Dictated words / sentences 	<p style="text-align: center;">Provision</p> <ul style="list-style-type: none"> Opportunities to further develop visual tracking/ hand eye coordination (i.e. magnetic / safe dart board, beanbag target) Add items to sand and water trays to further develop fine motor operation (i.e. trowels, moulds, pipettes, test tubes and funnels) Standard felt pens, crayons, pencils and pens with a range of surfaces to explore and consolidate mark making and letter formation skills Introduce more intricate construction – Lego, Mobilo Cutting skills – attempting to cut more complex patterns Threading using standards beads and string Using intricate items that require a pincer grip (eg. Tweezers, pipettes) Malleable area – playdough / theraputty / plasticine / clay) 	
Spelling	<p>Block 1</p> <ul style="list-style-type: none"> s a t p i n m d g o c k c k e u r h b f l 	<p>Block 3</p> <ul style="list-style-type: none"> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words 	<p>Block 5</p> <ul style="list-style-type: none"> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est
	<p>Block 2</p> <ul style="list-style-type: none"> ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	<p>Block 4</p> <ul style="list-style-type: none"> Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ es /at the end 	<p>Block 6</p> <ul style="list-style-type: none"> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words

Stage 5 - Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> Write lower case letters, capital letters and digits in the correct direction, starting and finishing in the right place with a good level of consistency and fluency Work on consistency of letter sizes in relation to each other Understand which letters belong to which handwriting family (i.e. letters that are formed in similar ways) and to practise these <i>(RWI Handwriting Stages- See separate Document)</i> Leave spaces between words 	
	Direct Teaching	Provision



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- Name writing
- Daily Phonics
- Letter formation
- Dictated words / sentences

- RWI handwriting Stages
- Spelling challenges/home spellings if appropriate for pupils
- Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.

Spelling	Block 1 <ul style="list-style-type: none"> • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • Spell words containing each of the 40+ phonemes already taught • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Using k for the /k/ sound • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ea/ ea each 	Block 3 <ul style="list-style-type: none"> • /ee/ y funny • /e/ ea head • /w/ wh wheel • /oa/ oe ou toe shoulder • /igh/ y fly • /oa/ ow snow • /j/ g giant • /f/ ph phone • /l/ le al apple metal 	<ul style="list-style-type: none"> • /s/ c ice • /v/ ve give • /u/ o-e o ou some mother young • /z/ se cheese • /s/ se ce mouse fence • /ee/ ey donkey • /oo/ ui ou fruit soup 	Block 5 <ul style="list-style-type: none"> • /ai/ eigh aigh ey ea eight straight grey break • /n/ kn gn knee gnaw • /m/ mb thumb • /ear/ ere eer here deer • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal • /j/ ge large • /sh/ ti ssi si ci potion mission mansion delicious • /or/ augh our oar ore daughter pour oar more
	Block 2 <ul style="list-style-type: none"> • /ur/ ir bird • /igh/ ie pie • /oo/ /yoo/ ue blue rescue • /yoo/ u unicorn • /oa/ o go/igh/ i tiger • /ai/ a paper • /ee/ e he • /ai/ a-e shake • /igh/ i-e time • /oa/ o-e home • /oo/ /yoo/ u-e rude cute • /ee/ e-e these • /oo/ /yoo/ ew chew new • /ee/ ie shield • /or/ aw claw 	Block 4 <ul style="list-style-type: none"> • /ur/ or word • /oo/ u owl awful could • /air/ are share • /or/ au aur oor al author dinosaur floss • /ch/ tch ture match adventure • /ar/ al a half* father* • /or/ a water • • schwa in longer words: different • /o/ a want • /air/ ear ere bear there • /ur/ ear learn • /r/ wr wrist • /s/ st sc whistle science • /c/ ch school • /sh/ ch chef • /z/ ze freeze 	Block 6 <ul style="list-style-type: none"> • The days of the week • Adding the prefix –un • Compound words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding –ing, –ed, –er to verbs where no change is needed in the spelling of root words • Adding –er and –est to adjectives where no change is needed in the spelling of root words 	

Stage 6- Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> • Use lead up on the letters they write • Begin to use the diagonal and horizontal strokes needed to join letters. • Form lower case letters of the correct size in relation to one another
Direct Teaching	Provision
<ul style="list-style-type: none"> • Name writing • Daily Phonics • Letter formation 	<ul style="list-style-type: none"> • RWI handwriting Stages • Spelling challenges/home spellings if appropriate for pupils • Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.



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<ul style="list-style-type: none"> Dictated words / sentences 		
Spelling	Review <ul style="list-style-type: none"> The /aɪ/ sound spelt -y at the end of words (cry, fly) The /i:/ sound spelt -ey The /ɜ:/ sound spelt or after w (word, work, worm) The /ɔ:/ sound spelt a before l and ll (all, ball, call) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, age, gem) The /s/ sound spelt c before e, i and y (race, ice, cell) The /ɒ/ sound spelt a after w and qu (want, watch, wander) The /ʌ/ sound spelt o (other, mother, brother) Bridge to Spelling distinguishing between homophones and near-homophones Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it 	<ul style="list-style-type: none"> Spelling programme Homophones and near homophones The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /ɒ/ sound spelt a after w and qu (want, watch, squash) The /ɜ:/ sound spelt or after w (word, work, worm) The /ɔ:/ sound spelt ar after w (war, warm) Adding -es to nouns and verbs ending in -y The /i:/ sound spelt ey (key, donkey, monkey) The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The /l/ or /əl/ sound spelt -el at the end of words The /s/ sound spelt c before e, i and y The /z/ sound spelt s (television, treasure) Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Contractions Words ending in -tion (station, fiction) The possessive apostrophe (singular nouns)

Stage 7- Transcription (Spelling and Handwriting)

Handwriting	<ul style="list-style-type: none"> Use a neat, handwriting style with increasing accuracy and speed (If Appropriate) Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.
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Direct Teaching		Provision
<ul style="list-style-type: none"> Letter formation- writing style for different purposes e.g. drafting, notes, best/final copy. Dictated words / sentences 		<ul style="list-style-type: none"> RWI handwriting Stages (where appropriate) Spelling challenges/home spellings if appropriate for pupils Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.
Spelling	<p>Review</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it - <p>Common exception words accident accidentally actual actually address although answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous favourite February forward forwards fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though thought through various weight woman women</p>	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Words with the /k/ sound spelt ch (Greek in origin) Words with the /sh/ sound spelt ch (mostly French in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones

Stage 8- Transcription (Spelling and Handwriting)

Handwriting	Increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
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<p>Direct Teaching</p> <ul style="list-style-type: none"> Letter formation- writing style for different purposes e.g. drafting, notes, best/final copy. Dictated words / sentences 		<p>Provision</p> <ul style="list-style-type: none"> Spelling challenges/home spellings if appropriate for pupils Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.
<p>Spelling</p>	<p>Review</p> <ul style="list-style-type: none"> Possessive apostrophe with regular and irregular plural words Homophones and near-homophones More prefixes Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian The suffix -ation The suffix -ous Words with the /s/ sound spelt sc (Latin in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) 	<p>Common exception words</p> <p>accident accidentally actual actually address although answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous favourite February forward forwards fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though thought through various weight woman women</p>

Stage 9- Transcription (Spelling and Handwriting)

<p>Handwriting</p> <ul style="list-style-type: none"> Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way 	<p>Direct Teaching</p> <ul style="list-style-type: none"> Letter formation- writing style for different purposes e.g. drafting, notes, best/final copy. Dictated words / sentences 	<p>Provision</p> <ul style="list-style-type: none"> Spelling challenges/home spellings if appropriate for pupils Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.
<p>Spelling</p>	<p>Review</p> <ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt -cious or -tious Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused 	<p>Common exception words</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>

Stage 10- Transcription (Spelling and Handwriting)

<p>Handwriting</p>	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task Recognise when to use an un-joined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form)
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<p>Direct Teaching</p> <ul style="list-style-type: none"> Letter formation- writing style for different purposes e.g. drafting, notes, best/final copy. 		<p>Provision</p> <ul style="list-style-type: none"> Spelling challenges/home spellings if appropriate for pupils Opportunities to practice spellings in sentences purely dictated by the teacher/supporting adult.
<p>Spelling</p>	<p>Review</p> <ul style="list-style-type: none"> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency · Use of the hyphen · Words ending in –able - ably · Adding suffixes beginning with vowel letters to words ending in –fer · Words with the /i:/ sound spelt ei after c · Endings which sound like /ʃəl/ -spelt cial/ tial · Words ending in –ible · Words ending in –ably and –ibly · Homophones and other words that are often confused 	<p>Common exception words</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>

Please see the HET full progression Document if you require a range of dictated sentences to practice and use from Stage 7+

These are suggested sentences for each statutory element for spelling rules to be taught in these year groups. The spelling rule is given as a title to each section. There are also dictation sentences for every word in the statutory word list, where words have alternative meanings; the author has given several sentences to aid comprehension.

This document is a starting point for teachers to use and build upon over time.



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As the model above demonstrates, transcription skills should weigh a significant part of your direct teaching and learning, particularly in stages. Without transcription skills being fully embedded and habitual, pupils will not have capacity in their working memory to work on new knowledge involving composition skills, and therefore, will not be able to make progress.

Stage 3 & 4 Composition				
Sentence Construction <ul style="list-style-type: none"> • Begin to recognise how words can combine to make simple sentences • Write words/phrases that have personal meaning • Write simple phrases • Write short sentences independently with known GPCS • Orally rehearse extended sentences using 'and' Practise writing dictated sentences that contain known GPCS and taught CEWs	Accurate use of Grammar <ul style="list-style-type: none"> • Know that words/phrases and sentences carry meaning both orally and in writing • Know that words and phrases are put together to form a sentence • Begin to know that a simple sentence contains one independent clause — a group of words that forms a complete thought Know how to extend a sentence using the co-ordinating conjunction 'and' (oral)	Punctuation <ul style="list-style-type: none"> • Recognise CL at start of sentence and FS at end (see in. reading and models) • Use finger spaces between words • Write name (mainly with CL at start) • Separation of words • Write lower case letters • Form some upper case letters • Dictate with teacher composed phrase 	Vocabulary <ul style="list-style-type: none"> • Letter • Capital letter • Word • Sentence • Full stop Terminology in SSP (e.g. phoneme, grapheme)	Authorial Style/Writer Intent <ul style="list-style-type: none"> • Simple story language: e.g. Once upon a time; They lived happily ever after. • Repetition for rhythm, e.g. He walked and he walked. • Repetition in description: e.g. A fat cat. A thin cat. • Prepositions:: e.g. up, down, in, into, out, to, onto • Adjectives: e.g. old, little, big, small, quiet
Executive Function				
Planning for Writing <p>Orally plan and sequence ideas in narrative with adult support and through the use of props, inc. puppets</p>	Drafting Writing <p>Orally rehearse phrases and sentences before mark-marking or writing</p>	Reviewing Writing <p>Discuss their writing with adults and peers, giving an opinion, e.g. "I like my story because ..."</p>		

Stage 5 - Composition



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<p>Sentence Construction</p> <ul style="list-style-type: none"> Recognise that words combine to make simple sentences Write a 'who' + 'verb' + 'who'/'what'/'where' sentence Write an 'and' sentence Write an opposite 'and' sentence Write a sentence that contains an adjective or noun phrase Write a question sentence Practise writing dictated sentences that contain known GPCs and taught CEWs <p>Sequencing sentences to form short narratives (i.e. 2 or 3 sentences)</p>	<p>Exemplification of sentence types</p> <p>rite a 'who' + 'verb' + 'who'/'what'/'where' sentence: <i>Max put the lead on the dog. The dog barked at the man.</i></p> <p>Write an 'and' sentence: <i>I went to the shop and bought some apples.</i></p> <p>Write an opposite 'and' sentence: <i>Max is tall and Sam is short.</i></p> <p>Write a sentence that contains an adjective or noun phrase: <i>The old, wooden door slammed shut.</i></p> <p>Write a question sentence: <i>How old is your sister? Can I play with you? Where is your dog?</i></p>	<p>Accurate use of Grammar</p> <ul style="list-style-type: none"> Know that a simple sentence (<i>containing one independent clause</i>) is made up of a subject and predicate (which includes a verb and says what the subject is doing or thinking or how the subject is acting). Know that nouns are the words we use to name people, places, or things Know that simple plurals of nouns, made by adding the suffix 's' or 'es', indicate more than one Know that a verb is a word that indicates a physical action Know that all sentences need a verb Know that 'and' is a coordinating conjunction 'which is used to join words and clauses Know that adjectives are words used to describe and give more information about a noun, which could be a person, place or object Know that a phrase is a small group of words that does not contain a verb (<i>as soon as a verb is included, the group of words become a <u>clause</u></i>). Know that a noun phrase includes one noun as well as a word(s) that describes it, Know that an exclamation is forceful statement which expresses high levels of emotion or excitement. Exclamations can begin with 'what' or 'how' and are usually punctuated by an exclamation mark! Know that a question is a type of sentence that we ask or write to gain further information from a person or people responding. Written questions are punctuated with a question mark to show that the sentence has been completed.(?) <p>Begin to know that a personal pronoun is a word which can be used instead of a person, place or thing, including using 'I' instead of saying or writing your name</p>	<p>Punctuation</p> <ul style="list-style-type: none"> Separation of words within sentence Write upper and lower case letters. Use CL in name and place Dictate with teacher composed phrase Use a full stop at the end of a sentence <p>Recognise that some sentences end with exclamation marks for effect – identify in reading and models</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Plural noun suffixes (-s or -es) Suffixes Verbs Prefix Adjectives Clauses Pronoun 	<p>Authorial Style/Writer Intent</p> <ul style="list-style-type: none"> Further story language: e.g. Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.../ Unfortunately,... Resolution Fortunately,... Ending Finally,.... Adjectives to describe: e.g. The old house... The huge elephant... Prepositions: e.g. inside outside towards across under Alliteration: e.g. dangerous dragon slimy snake Similes using as....as...: e.g. as tall as a house as red as a radish Precise, clear language to give information: e.g. First, switch on the red button. Next, wait for the green light to flash... Repetition for rhythm: e.g. He walked and he walked and he walked. <p>Repetition for description: e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>
<p>Executive Function</p>					
<p>Planning for Writing</p> <p>Use familiar plots for structuring the opening, middle and end in narrative. Sequence events and finally non-fiction texts using pictures and props, adding sequencing vocabulary such as 'first', 'after that'</p>	<p>Drafting Writing</p> <p>Orally compose every sentence before writing Re-read every sentence to make sure it makes sense</p>	<p>Reviewing Writing</p> <p>Discuss their writing with adults and peers, e.g. using speaking frames such as "The best word I have used is .." "My handwriting is good because ..." "I am proud of my writing because .."</p>			

Stage 6 - Composition



Cambridge Park Academy

Character - Preparation - Achievement

<p>Sentence Construction</p> <ul style="list-style-type: none"> • Write sentences with subordinating conjunctions in the middle of a sentence (because, when, if, then, that) • Write a sentence that includes a coordinating conjunction (but, and, or) • Write question sentences using 'who, what, why, will, how and where', knowing these are different to exclamation sentences, statements and commands • Write sentences that end with an exclamation mark for effect • Write a command sentence using an imperative verb, knowing these are different to question sentences, exclamations or statement sentences • Write an expanded noun phrase for description and specification • Write a sentence containing two adjectives before the noun, separated with a comma <p>Write a sentence containing a list separated by commas and using an 'and'</p>	<p>Exemplification of sentence types</p> <p>Write sentences with subordinating conjunctions in the middle of a sentence (because, when, if, then): <i>We can't go to the shop because it is closed. I will go out to play if it stops raining</i></p> <p>Write a 'but' sentence: <i>The dog is friendly but he can be shy</i></p> <p>Write question sentences using 'who, what, why, will, how and where': <i>Why do zebras have stripes? Who put the box there?</i></p> <p>Write sentences that end with an exclamation mark for effect: <i>The thunder was deafening! Max's singing was delightful!</i></p> <p>Write a command sentence using an imperative verb: <i>Drink your water. Put the flour in.</i></p> <p>Write a sentence containing two adjectives before the noun, separated with a comma: <i>He was wearing an old, wrinkly shirt.</i></p> <p>Write a sentence containing a list separated by commas and using an 'and': <i>His hair was long, brown and unwashed.</i></p>	<p>Accurate use of Grammar</p> <ul style="list-style-type: none"> • Know that as well as a verb indicating a physical action (e.g., "drive"), it also indicates a mental action (e.g., "think"), or a state of being (e.g., "exist"). • Use the past and present tense, using the progressive form of verbs to mark actions in progress • Know how to extend or to join sentences with coordinating conjunctions (and, but, or) or subordinating conjunctions (when, if, that, because) or with adjectives to create noun or extended noun phrases • Know how to use suffixes (-ness, -er) to form nouns, or (-ful, -less) to form adjectives, or (-er, -est, -ly) to turn adjectives into adverbs • Know that adverbs describe how an action was carried out • Know how to combine words to make compound words, e.g. whiteboard or superman • Know that different sentence types have different functions – statements, exclamations, questions and commands 	<p>Punctuation</p> <ul style="list-style-type: none"> • Write sentences with CL, FS • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list – can be through dictation to begin <p>Apostrophes to mark contracted forms in spelling</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Adverb • Verb • Tense (past/present) • Apostrophe • Comma • Subordination • Coordination • Present tense • Past tense <p>Progressive (form of verbs)</p>	<p>Authorial Style/Writer Intent</p> <ul style="list-style-type: none"> • Extended story language: e.g. Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately • Prepositions: behind above along before between after • Alliteration: e.g. wicked witch slimy slugs • Similes using...like...: e.g. ... like sizzling sausages ...hot like a fire • Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information: e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. • Generalisers for information:, e.g. Most dogs.... Some cats.... • Structural devices: Introduction: Heading Hook to engage reader Factual statement / definition, Opening question; Middle section(s) Group related ideas / facts into sections, Sub headings to introduce sentences /sections, Use of lists – what is needed / lists of steps to be taken, Bullet points for facts, Diagrams; Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? • Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.
<p>Executive Function</p>					
<p>Planning for Writing</p> <ul style="list-style-type: none"> • Plan and discuss what to write about and begin to record ideas, collecting new vocabulary, key words and ideas • Begin to think about who writing is for 	<p>Drafting Writing</p> <ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing • Use specific text-type features to write for a range of audiences and purposes 	<p>Reviewing Writing</p> <ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose • Evaluate their writing with adults and peers, reflect on how well it has met its purpose and the effect on the audience • Proof-read to check for errors in spelling, grammar and punctuation, including the correct form of verbs e.g. spotting and changing "He walk to the shop" to "He walked to the shop" or "He was walking to the shop" 			



Cambridge Park Academy

Character - Preparation - Achievement

Stage 7 – Composition

Sentence Construction	Exemplification of sentence types	Accurate use of Grammar	Punctuation	Authorial Style/Writer Intent
<ul style="list-style-type: none"> Write a sentence using an 'ly' adverb to show how something is happening Write a 'verb, person' sentence where the verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence Write a double 'ly' ending sentence, where the sentence end in two adverbs which add detail and describe how the verb within the sentence is being carried out (manner) Write a simple speech sentence Write a power of three sentence (Description or words are used to help the reader visualise and feel the action) Write a sentence which contains a coordinating conjunction from the selection but, or, yet, so Write a short sentence for effect (generally of 1 – 3 words) <p>Further writing of sentences that include a subordinating conjunction (<i>because, when, if, that</i>) using the correct terminology subordinate clause</p>	<p>Write a 'verb, person' sentence where the verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence: <i>Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.</i></p> <p>Write a double 'ly' ending sentence, where the sentence end in two adverbs which add detail and describe how the verb within the sentence is being carried out (manner): <i>He swam slowly and falteringly. He laughed loudly and heartily.</i></p> <p>Write a simple speech sentence: <i>"I didn't see anything," said the boy.</i></p> <p>Write a power of three sentence (Description or words are used to help the reader visualise and feel the action): <i>The honey was sticky, sweet and delicious. The wolf walked between the trees, through the leafy bushes and into the dark forest.</i></p> <p>Write a sentence which contains a coordinating conjunction from the selection but, or, yet, so : <i>He was mostly friendly but he could be nasty. He could be friendly or he could be nasty. It was a beautiful morning so he went out for a walk.</i></p> <p>Write a short sentence for effect (generally of 1 – 3 words): <i>Then it happened. Everything failed. The door opened</i></p>	<ul style="list-style-type: none"> Know how to use adverbials of manner to show how something is happening Know how to use a greater range of coordinating conjunctions to link independent clauses (for, and, nor, but, or, yet, so) Know how to further extend sentences using the subordinating conjunctions: when, if, that, because, while, when Know how to form nouns using a range of prefixes, such as super-, anti-, auto Know how to use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Know that word families are based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble Know that a preposition is a word/phrase that tells you where or when something is in relation to something else Know how to express time, place and cause using conjunctions (for example, when, so, before, after, while, because), adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in, because of) Begin to know that paragraphs are a way to group related material Know how to use headings and sub-headings to aid presentation <p>Know how to use of the perfect form of verbs instead of the simple past [for example, 'He has gone out to play' contrasted with 'He went out to play']</p>	<ul style="list-style-type: none"> Embed Use of ? . and ! Introduction to inverted commas to punctuate direct speech Use a comma in a list <p>Vocabulary</p> <ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (or speech marks) Nouns Prefixes Use of the forms a/an Adverbs <p>Present perfect form of verbs</p>	<ul style="list-style-type: none"> Structural devices: Plan opening around character(s), setting, time of day and type of weather; Paragraphs to organise ideas; Introduction –should include detailed description of setting or characters; Build-up –build in some suspense towards the problem or dilemma; Problem / Dilemma –include detail of actions / dialogue; Resolution - should link with the problem; Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Or: Introduction - Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s) - Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs; Topic sentences to introduce paragraphs; Lists of steps to be taken; Bullet points for facts; Flow diagram; Develop Ending - Personal response; Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Prepositions: Next to, by the side of, In front of, during, through, throughout, because of Powerful verbs: e.g. stare, tremble, slither Boastful Language: e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail: e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. <p>Call to action for persuasion: Act now. Visit soon. Don't delay.</p>

Executive Function

Planning for Writing	Drafting Writing	Reviewing Writing
<ul style="list-style-type: none"> Begin to identify and discuss the purpose, audience, structure, vocabulary and grammar when planning writing Discuss and record ideas with adult guidance 	<ul style="list-style-type: none"> Create and develop settings, characters and plots for narrative writing Improvise, create and write dialogue Group related material into paragraphs Use headings and sub-headings to organise information 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation (from year group content and prior year group content) in own and others' writing With a focus on audience and purpose, discuss and propose changes with partners and in small groups.

Stage 8 – Composition



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Character - Preparation - Achievement

<p>Sentence Construction</p> <ul style="list-style-type: none"> Write an emotion followed by a comma (Emotion first followed by the actions that are caused by the emotion) Write an 'as ... 'ly' sentence (the first part of the sentence opens with an action description, which starts with the word 'as' and ends with an adverb) Write an 'ing/, ed' sentence, which begins with the 'ing' verb, followed a location of the action. Focus on the use of prepositions in the first part of the sentence to explain where this is happening. Write an 'if, if, if, then' sentence (summarising a dramatic plot at the beginning or end of a story in groups of three) Write a sentence with 'an action, more action' (this two part sentence starts with a two-part clause which starts with the phrase 'With a ... ' followed by an action and a comma. The main then describes more action which then occurs simultaneously) <p>Write paired conjunctions sentences, where some words need a second word in order to make sense</p>	<p>Exemplification of sentence types</p> <p>Write an emotion followed by a comma (Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.): <i>Desperate, she screamed for help. Terrified, she froze instantly on the spot where she stood</i></p> <p>Write an 'as ... 'ly' sentence (the first part of the sentence opens with an action description, which starts with the word 'as' and ends with an adverb. The coned part of the sentence is a description of a related and often consequential action): <i>As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called "evaporation".</i></p> <p>Write an 'ing/, ed' sentence, which begins with the 'ing' verb, followed a location of the action. Focus on the use of prepositions in the first part of the sentence to explain where this is happening: <i>Driving to town, he stopped to watch the UFO land. Running towards the beach, he halted as the floor gave way.</i></p> <p>Write an 'if, if, if, then' sentence (summarising a dramatic plot at the beginning or end of a story in groups of three. The emphasis should be on using a comma after each clause): <i>If his alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</i></p> <p>Write a sentence with 'an action, more action' (this two part sentence starts with a two-part clause which starts with the phrase 'With a ...' followed by an action and a comma. The main then describes more action which then occurs simultaneously: <i>With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, the astronaut stepped carefully onto the surface of the moon.</i></p> <p>Write paired conjunctions sentences, where some words need a second word in order to make sense: <i>Neither money nor gifts could persuade him. It was both cold and unpleasant in the hotel room.</i></p>	<p>Accurate use of Grammar</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (although, if, when, while that, though, even if, because, unless, since) to form complex sentences Know the grammatical difference between plural and possessive when adding -s to a word Know how to use standard English forms for verb inflections instead of local spoken forms ('we were' instead of 'we was', 'I did' instead of 'I done') – subject/verb agreement Know how to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Know how to use fronted adverbials of time, reason, manner and place (e.g. Later that day, I heard the bad news.) Know how to paragraphs to organise ideas around a theme Know how to make an appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition <p>To use the full range of tenses (Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect)</p>	<p>Punctuation</p> <p>Use a wider range of subordinating conjunctions (although, if, when, while that, though, even if, because, unless, since) to form complex</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial Plural Possessive Verb inflections Fronted adverbials Pronoun Noun Sentences Cohesion <p>Apostrophes to mark plural possession</p>	<p>Authorial Style/Writer Intent</p> <ul style="list-style-type: none"> .Narrative structures could include: Planning openings using: Description /action; Paragraphs to organise each part of story to indicate a change in place or jump in time; Build in suspense writing to introduce the dilemma; Clear distinction between resolution and ending; Endings could include reflection on events or the characters. Non-narrative structures could include: Paragraphs to organise ideas around a theme; Logical organisation using group related paragraphs; Use of a topic sentence; Link information within paragraphs with a range of conjunctions, adverbials and prepositions; Use of bullet points, diagrams; Endings could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader. Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start sentences with a simile: e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Repetition to persuade: e.g. Find us to find the fun Prepositions: at underneath since towards beneath beyond Conditionals - could, should, would Comparative and superlative adjectives: e.g. small...smaller...smallest Good...better...best <p>Introduce the concept of suspense</p>
<p>Executive Function</p>				
<p>Planning for Writing</p> <ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar when planning writing Discuss and record ideas for planning, beginning to think about the best form of planning for the intended purpose 	<p>Drafting Writing</p> <ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense Plan and write an opening paragraph which combines setting and character/s Improvise and compose dialogue demonstrating an understanding of standard and non-standard English Use different sentences structures Use paragraphs to organise writing Link ideas across paragraphs, using fronted adverbials for when and where, e.g. Several hours later ..., Back at home ... 	<p>Reviewing Writing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation (from year group content and prior year group content) in own and others' writing, e.g. Standard English verb inflections such as correct use of "was" and "were" With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 		



Cambridge Park Academy

Character - Preparation - Achievement

Stage 9 – Composition

Sentence Construction	Exemplification of sentence types	Accurate use of Grammar	Punctuation	Authorial Style/Writer Intent
<ul style="list-style-type: none"> Write sentences that start with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas Write sentences with an embedded relative clause using a range of relative pronouns, using commas appropriately. Write a sentence beginning with two pairs of related adjectives, where each pair is followed by a comma Write a three bad - ? sentence (three negative adjectives followed by a dash, then a question which relates to the adjectives) Write a sentence which uses dashes/commas/ brackets to indicate/include parenthesis Write sentences in which the position of the parenthesis is varied Write sentences begin with one word or phrase followed by a colon. This is then followed by a definition of the word. <p>Write a 'The question is: ...' sentence (The first sentence is a short description of an action or statement of fact. The second sentence begins with the phrase 'The question is': followed by an intriguing question which draws the reader in).</p>	<p>Write sentences that start with three adjectives that end in -ed and describe emotions. The -ed words must be followed by commas: <i>Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.</i></p> <p>Write sentences with an embedded relative clause using a range of relative pronouns, using commas appropriately: <i>Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</i></p> <p>Write a sentence beginning with two pairs of related adjectives, where each pair is followed by a comma: <i>Exhausted and worried, cold and hungry, they did not know how much further they had to go.</i></p> <p>Write a three bad - ? Sentence (three negative adjectives followed by a dash, then a question which relates to the adjectives): <i>Cold, dark, airlessness – which would kill the spacemen first? Greed, jealousy, hatred – which of these is most evil?</i></p> <p>Write a sentence which uses dashes/ commas/brackets to indicate/include parenthesis/Write sentences in which the position of the parenthesis is varied: <i>Clouds, tinged with amber, began rolling across the sky. My family is getting a new dog from the shelter (we are going to name him Barney).The route was treacherous – narrow paths, thick vines and who knows what hiding out of sight – and they would need to be careful.</i></p> <p>Write sentences beginning with one word or phrase followed by a colon. This is then followed by a definition of the word: <i>Monday: the longest day of the week! World War Two: a time when many people lost their lives.</i></p> <p>Write a "The question is ..." sentence (The first sentence is a short description of an action or statement of fact. The second sentence begins with the phrase "The question is" followed by an intriguing question which draws the reader in) : <i>Over 80% of children aged 11 to 16 own a mobile phone. The question is should we move to banning phones for young people?</i></p>	<ul style="list-style-type: none"> Use the full range of subordinating conjunctions (AWHITEBUS) Know that nouns or adjectives can be converted into verbs using suffixes such as -ate -ise -ify Know how to use the verb prefixes: dis-, de-, mis-, over- and re- To use relative clauses beginning with the relative pronouns: who, which, where, why, whose, that, or an omitted relative pronoun Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely) Know how to indicate degrees of possibility using modal verbs (e.g. might, will, should, must) Know how to use cohesive devices within a paragraph (e.g. then, after that, firstly) <p>Know how to link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p>	<ul style="list-style-type: none"> Pairs of brackets, dashes -or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Vocabulary</p> <ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Nouns Adjectives Verbs Suffixes Verb prefixes Adverbs Adverbials 	<ul style="list-style-type: none"> Narrative structures could include: Planning opening using: Description /action/dialogue; Paragraphs: Vary adverbials, use of conjunctions, sentence openings within paragraphs to build cohesion; Use change of place, time and action to link ideas across paragraphs. Writing could start at any point in a story: this may include flashbacks Introduction –could include action / description -character or setting / dialogue; Build-up –develop suspense techniques; Problem / Dilemma –may be more than one problem to be resolved; Resolution –clear links with dilemma; Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. Non-narrative structures could include: Secure use of range of layouts suitable to text; Secure use of paragraphs; Use a variety of ways to open texts and draw reader in and make the purpose clear; Link ideas within and across paragraphs using a full range of conjunctions, adverbials and other sentence openers; Use rhetorical questions to draw reader in; Express own opinions clearly; Consistently maintain viewpoint; Summary clear at the end to appeal directly to the reader. Introduce Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects: e.g. The siren echoed loudlythrough the lonely streetsat midnight Use of rhetorical questions Indicating degrees of possibility using modal verbs: e.g. might, should, will, must or adverbs: e.g. perhaps, surely Use of commas to clarify meaning or avoid ambiguity

Executive Function

Planning for Writing	Drafting Writing	Reviewing Writing
<ul style="list-style-type: none"> Identify the audience and purpose for writing, selecting the most appropriate language and structures Use similar writing models to inform planning Draw on reading and research, noting and developing ideas Begin to consider how authors develop ideas 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs Use different sentence structures with increasing control 	<ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout consistent subject and verb agreement spelling and punctuation errors are addressed Assess the effectiveness of own and others writing in relation to purpose and audience, suggesting changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning



Cambridge Park Academy

Character - Preparation - Achievement

Stage 10 – Composition

Sentence Construction	Exemplification of sentence types	Accurate use of Grammar	Punctuation	Authorial Style/Writer Intent
<ul style="list-style-type: none"> Write a description: detail sentence (Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.) Write a compound sentence which using a semi-colon instead of a conjunction Write an 'imagine: three examples sentence. Sentence begins with: The word 'Imagine' It then describes three parts of something: the first two parts are separated by commas, the third ends with a colon. Write a 'The more, the more' sentence (This sentence is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action) Write an 'irony' sentence, to deliberately overstate how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.) Write an 'emotion – consequence' sentence (This two part sentence starts with a description of a character's emotion followed by a dash and a description of a consequence of that feeling) Write a 'tell: show 3' sentence (A two part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon, the list of 3 examples follow. As this is a phrase list, semi-colons are used between the details rather than commas) 	<ul style="list-style-type: none"> Write a description: detail sentence (Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail: The vampire is a dreadful creature: it kills by sucking all the blood from its victims. Snails are slow: they take hours to move the shortest of distances. Alma was terrified: her blood turned cold. Write a compound sentence which uses a semi-colon instead of a conjunction: Imogen missed the bus; she had to walk to town. It was a glorious day: we spent the afternoon in the park. She was excited: I was terrified. Write and imagine: three examples sentence. Sentence begins with the word "imagine". It then describes three parts of something: the first two parts are separated by commas, the third part ends with a colon: Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies in the Andromeda 5 system, there is such a planet. Write a "the more, the more" sentence. (This sentence is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action: The more upset she was, the more her tears flowed. The more confident she became, the more talkative she seemed to be. Write an "irony" sentence to deliberately overstate how good or bad something is and this is placed in inverted commas. The overstated word is then shown to be false though the remainder of the sentence, which reveals the truth: Our 'luxury' hotel turned out to be a Farm out-building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap yard, rubbish tip. Write an "emotion – consequence" sentence (This two-part sentence starts with a description of a character's emotion followed by a dash and a description of a consequence of that feeling): Alex was furious – he tore the contract up immediately. The professor was inconsolable – he wept for days on end. Write a "tell: show 3" sentence (A two part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon, the list of three examples follows. As this is a phrase list, semi-colons 	<ul style="list-style-type: none"> Know the language and structures that are more appropriate for formal speech and writing, including subjunctive forms, vs informal writing, such as question tags. Know how to use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause Know how words are related by meaning as synonyms and antonyms • Know how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as: on the other hand, in contrast, or as a consequence], and ellipsis Know that the boundary between independent clauses can be marked using a range of punctuation (see punctuation section) Make use of layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text] 	<p>Punctuation</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information Use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover). <p>Vocabulary</p> <ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipses Hyphen Colon Semi colon Bullet points Cohesive devices Adverbial Clauses Punctuation 	<p>Authorial Style/Writer Intent</p> <ul style="list-style-type: none"> Narrative structures could include: suspense, cliff hangers, flashbacks/forwards, time slips; Starting the story at any point of the narrative structure; Maintain plot consistently working from plan Use of paragraphs: Secure use of linking ideas within and across paragraphs • Secure development of characterisation • Non-narrative structures could include: Use a variety of text layouts appropriate to purpose Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices: such as headings, sub-headings, columns, bullets, or tables, to structure text Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions; Express balanced coverage of a topic; Use different techniques to conclude texts; Use appropriate formal and informal styles of writing; Choose or create publishing format to enhance text type and engage the reader The difference between structures typical of informal speech and structures appropriate for formal speech and writing: such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech, as in 'If I were you.' Build in literary features to create effects: e.g. alliteration, personification, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing: e.g. said versus reported, alleged, or claimed in formal speech or writing How words are related as synonyms and antonyms: e.g. big/large / little • How hyphens can be used to avoid ambiguity: e.g. man eating shark versus man-eating shark, or recover versus re-cover



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<ul style="list-style-type: none"> Use deliberate repetition to write a 'when ...; when ...; when ..., then ...' sentence. 	<p>are used between the details rather than commas): He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</p> <ul style="list-style-type: none"> Use deliberate repetition to write a "When ...; when ...; when ...; then ..." sentence: When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; 			
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Executive Function

<p>Planning for Writing</p> <ul style="list-style-type: none"> Identify the audience and purpose for writing, selecting the most appropriate language and structures Choose appropriate text-form and type for all writing Use similar writing models to inform planning · Draw on reading and research, noting and developing ideas Consider authors develop ideas; use this to create a 'toolkit' of devices to support own writing 	<p>Drafting Writing</p> <ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal) Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung his grubby school-bag and announced through gritted teeth, "It's not fair!" Consciously control the use of different sentence structures for effect Use a wide range of devices to build cohesion within and across paragraphs Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one word sentences. 	<p>Reviewing Writing</p> <ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout consistent subject and verb agreement spelling and punctuation errors are addressed Assess the effectiveness of own and others writing in relation to purpose and audience, suggesting changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
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Term	Autumn 1				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	All About me - Writing to Entertain Key features/Things you will typically see and develop			Detectives and Spies - Writing to Entertain Key features/Things you will typically see and develop	
Writing	<ul style="list-style-type: none"> Oral storytelling, developing simple narratives Awareness that stories have characters, settings and things that happen (events) Emerging development of descriptive language, e.g. increased use of vocabulary to describe (settings and characters initially and then events) Awareness of simple story structure, e.g. beginning, middle and end 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	Stage 7 Structural devices: Plan opening around character(s), setting, time of day and type of weather. Paragraphs to organise ideas; Introduction –should include detailed description of setting or characters; Build-up –build in some suspense towards the problem or dilemma; Problem / Dilemma –include detail of actions / dialogue; Resolution - should link with the problem; Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Stage 8 Narrative structures could include: Planning openings using: Description /action; Paragraphs to organise each part of story to indicate a change in place or jump in time; Build in suspense writing to introduce the dilemma; Clear distinction between resolution and ending; Endings could include reflection on events or the characters.	Stage 9 Narrative structures could include: Planning opening using: Description /action/dialogue; Paragraphs: Vary adverbials, use of conjunctions, sentence openings within paragraphs to build cohesion; Use change of place, time and action to link ideas across paragraphs. Writing could start at any point in a story: this may include flashbacks Introduction –could include action / description -character or setting / dialogue; Build-up – develop suspense techniques; Problem / Dilemma –may be more than one problem to be resolved; Resolution – clear links with dilemma; Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. Stage 10 Narrative structures could include: suspense, cliff hangers, flashbacks/forwards, time slips; Starting the story at any point of the narrative structure; Maintain plot consistently working from plan Use of paragraphs: Secure use of linking ideas within and across paragraphs. Secure development of characterisation.



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Writing to Entertain			Writing to Entertain		
Key Authorial Devices/Writing as a reader/writing for an audience			Key Authorial Devices/Writing as a reader/writing for an audience		
<ul style="list-style-type: none"> Repeated refrains, e.g. 'They pulled and they pulled and they pulled. Simple story language: e.g. Once upon a time; They lived happily ever after. Repetition for rhythm, e.g. He walked and he walked Repetition in description: e.g. A fat cat. A thin cat. Prepositions: e.g. up, down, in, into, out, to, onto Adjectives: e.g. old, little, big, small, quiet 	<ul style="list-style-type: none"> Further story language: e.g. Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.. / Unfortunately,... Adjectives to describe: e.g. The old house... The huge elephant... Prepositions: e.g. inside outside towards across under Alliteration: e.g. dangerous dragon slimy snake Similes using as....as...: e.g. as tall as a house as red as a radish Repetition for rhythm: e.g. He walked and he walked and he walked. Repetition for description: e.g. a lean cat, a mean cat a green dragon, a fiery dragon 	<ul style="list-style-type: none"> Extended story language: e.g. Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Prepositions: behind above along before between after Alliteration: e.g. wicked witch slimy slugs Similes using...like...: e.g. ... like sizzling sausages ...hot like a fire Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information: e.g. Lift the pot carefully onto the tray. Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. 	<p>Stage 7</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points</p> <p>Prepositions: Next to, by the side of, In front of, during, through, throughout, because of</p> <p>Powerful verbs: e.g. stare, tremble, slither</p> <p>Boastful Language: e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail: e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Call to action for persuasion: Act now. Visit soon. Don't delay.</p> <p>Stage 8</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Start sentences with a simile: e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Repetition to persuade: e.g. Find us to find the fun</p> <p>Prepositions: at underneath since towards beneath beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives: e.g. small...smaller...smallest</p> <p>Good...better...best Introduce the concept of suspense</p>	<p>Stage 9</p> <p>Intro of Metaphor Personification, Onomatopoeia.</p> <p>Empty words e.g. someone, somewhere was out to get him. Developed use of technical language Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects: e.g. The siren echoed loudlythrough the lonely streetsat midnight Use of rhetorical questions. Indicating degrees of possibility using modal verbs: e.g. might, should, will, must or adverbs: e.g. perhaps, surely. Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage 10</p> <p>Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions; Express balanced coverage of a topic; Use different techniques to conclude texts; Use appropriate formal and informal styles of writing; Choose or create publishing format to enhance text type and engage the reader.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing: such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech, as in 'If I were you.'</p> <p>Build in literary features to create effects: e.g. alliteration, personification, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing: e.g. said versus reported, alleged, or claimed in formal speech or writing. How hyphens can be used to avoid ambiguity: e.g. man eating shark versus man-eating shark, or recover versus re-cover</p>	



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Term	Autumn 2				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Celebrations - Writing to Entertain Key features/Things you will typically see and develop			Classic Stories - Writing to Express Feeling Key features/Things you will typically see and develop	
Writing	<ul style="list-style-type: none"> Oral storytelling, developing simple narratives Awareness that stories have characters, settings and things that happen (events) Emerging development of descriptive language, e.g. increased use of vocabulary to describe (settings and characters initially and then events) Awareness of simple story structure, e.g. beginning, middle and end 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	<ul style="list-style-type: none"> Develop a sense of audience and voice Show not tell Personal tone Use of expanded noun phrases Emotion through figurative language Children can create characters and situations that reflect their emotions or explore emotional experiences through plot and dialogue. <i>E.g., a story about a character who overcomes fear or loss.</i> Children to experiment with language, rhythm, imagery, and metaphor to convey personal feelings and moods. <i>E.g., writing a poem about happiness, anger, or a special memory.</i> Writing recounts of real events gives children the opportunity to reflect on and articulate their feelings. <i>E.g., a diary-style entry about a trip or a challenging day at school.</i> Writing informal letters (e.g., to a friend, family member, or fictional character) can be an outlet for expressing thoughts and emotions. <i>E.g., "Dear Mum, I was nervous today because..."</i> <p>These offer a structured way to write from a first-person perspective, giving voice to personal emotions and daily experiences. <i>E.g., a diary entry exploring how they felt about a s</i></p> <p>Children can use descriptive writing to reflect mood and emotion, often through sensory detail. <i>E.g., describing a stormy night to mirror feelings of sadness or fear school event.</i></p>	<p>Use of First-Person Perspective</p> <ul style="list-style-type: none"> Helps convey personal experiences and emotions. Example: <i>"I couldn't believe what I was seeing—it felt like a dream."</i> <p>Emotive Language</p> <ul style="list-style-type: none"> Words that convey strong feelings (e.g., <i>heartbroken, joyful, anxious, furious</i>). Encourages empathy and emotional depth.Development: Children move from simple feelings (<i>happy/sad</i>) to more nuanced emotions (<i>frustrated, overwhelmed, relieved</i>). <p>Expanded Vocabulary and Figurative Language</p> <ul style="list-style-type: none"> Metaphors, similes, personification to express mood or emotion Example: <i>"Fear crept up my spine like a cold snake."</i> Development: Use becomes more deliberate and connected to mood <p>Inner Thoughts and Reflections</p> <ul style="list-style-type: none"> Inclusion of a character's or narrator's internal dialogue and emotional responses. <p>Sentence Structure for Effect</p> <ul style="list-style-type: none"> Short sentences for tension or emphasis. Longer, compound or complex sentences to show reflection and build atmosphere. Example: <i>"I waited. And waited. The silence felt like it would crush me."</i> <p>Punctuation to Show Emotion -Ellipses, exclamation marks, question marks, dashes to convey tone or uncertainty. Development: Correct and controlled</p> <ul style="list-style-type: none"> Organised Structure -Clear paragraphs showing time shifts, changes in feeling, or different events. Cohesion using connectives that express emotions: <i>however, despite this, because of that, eventually.</i> <p>Character and Setting to Reflect Mood -Use of environment or weather to mirror a character's feelings (pathetic fallacy). Example: <i>"The grey clouds hung low, just like the mood in my heart."</i></p> <ul style="list-style-type: none"> Tone and Voice - A distinctive voice that suits the writer, narrator, or character. Emotional authenticity — it <i>feels real</i>, not forced. <p>Editing for Clarity and Impact</p> <ul style="list-style-type: none"> Pupils begin to review and redraft their writing to enhance emotional impact (e.g., changing word choice or sentence order for effect)
	Writing to Entertain Key Authorial Devices/Writing as a reader/writing for an audience			Writing to Express Feeling Key Authorial Devices/Writing as a reader/writing for an audience	



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<ul style="list-style-type: none"> Repeated refrains, e.g. 'They pulled and they pulled and they pulled. Simple story language: e.g. Once upon a time; They lived happily ever after. Repetition for rhythm, e.g. He walked and he walked Repetition in description: e.g. A fat cat. A thin cat. Prepositions: e.g. up, down, in, into, out, to, onto Adjectives: e.g. old, little, big, small, quiet 	<ul style="list-style-type: none"> Further story language: e.g. Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.../ Unfortunately,... Adjectives to describe: e.g. The old house... The huge elephant... Prepositions: e.g. inside outside towards across under Alliteration: e.g. dangerous dragon slimy snake Similes using as...as...: e.g. as tall as a house as red as a radish Repetition for rhythm: e.g. He walked and he walked and he walked. Repetition for description: e.g. a lean cat, a mean cat a green dragon, a fiery dragon 	<ul style="list-style-type: none"> Extended story language: e.g. Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Prepositions: behind above along before between after Alliteration: e.g. wicked witch slimy slugs Similes using...like...: e.g. ... like sizzling sausages ...hot like a fire Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information: e.g. Lift the pot carefully onto the tray. Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. 	<p>Adjectives and Expanded Noun Phrases Used to describe emotions, settings, or people to convey mood. <i>"The cold, empty playground made her feel even lonelier."</i></p> <p>Similes and Metaphors Comparisons that help readers feel the emotion more vividly. <i>"His heart thudded like a drum."</i> <i>"A storm of sadness rained inside her."</i> Onomatopoeia</p> <p>–Sound words can help readers feel what the character is experiencing. <i>"The door slammed shut behind her, making her jump."</i></p> <p>Enhances atmosphere and emotional tone Repetition for Emphasis– Repeating words or phrases to show strong feelings. <i>"I didn't want to go. I didn't want to go at all."</i></p> <p>Short Sentences for Impact –Short, simple sentences can reflect fear, shock, or surprise. <i>"He froze. Everything went quiet."</i></p> <p>First-Person Narration (I, me, my) Writing from a character's point of view allows personal feelings to be clearly expressed.</p> <p>Dialogue and Inner Thoughts Revealing feelings through speech or internal monologue. <i>"Why did I even try?" he thought.</i></p> <p>Mood and Setting to Reflect Feelings (Pathetic Fallacy) Using the weather, time of day, or setting to mirror emotion. <i>"Rain tapped at the window as he sat alone in the dark room."</i></p>	<p>Writing for an Audience :</p> <ul style="list-style-type: none"> Consider how their words affect others Shape emotion deliberately for effect Make writing more vivid, engaging, and purposeful <p>Develop reader awareness — a key step in moving from writing <i>for themselves</i> to writing <i>for other</i></p> <p>Writing as a reader:</p> <p>Developing writing as a reader means learning to recognise and understand the features that make a piece of writing effective, engaging, and emotionally powerful. By reading with a writer's eye, pupils in Upper Key Stage 2 begin to notice how authors use language, structure, and style to express ideas and feelings. They identify techniques such as emotive vocabulary, figurative language, and varied sentence structure, and reflect on how these choices affect them as readers. This awareness helps them make purposeful decisions in their own writing, as they learn from examples of effective storytelling, descriptive detail, and authentic voice. In essence, reading closely helps young writers understand how writing works—and how to make their own writing work better.</p> <p>Audience and purpose: making deliberate choices about tone, language, and structure to suit who they are writing for. They learn to adapt their voice depending on whether they are writing to inform, entertain, persuade, or reflect. As they develop, we see greater awareness of how to engage the reader, using techniques such as rhetorical questions, direct address, varied sentence lengths, and descriptive or emotive language. Children begin to understand the importance of organising ideas logically and using connectives and cohesive devices to guide the reader through their work. Overall, writing for an audience becomes more purposeful, thoughtful, and crafted, with pupils making increasingly sophisticated choices to communicate their message effectively.</p>
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Character - Preparation - Achievement

Term	Spring 1				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Castles & Knights - Writing to Inform Key features/Things you will typically see and develop			Castles & Knights - Writing to Inform Key features/Things you will typically see and develop	
Writing	<ul style="list-style-type: none"> Oral retelling, oral description. Awareness that they can associate command with actions Emerging development of descriptive language, e.g. increased use of vocabulary to describe (places and people, objects initially and then events) Write simple captions from personal experiences/ events Confidence to express opinions, thoughts and ideas 	<ul style="list-style-type: none"> Awareness of past and present tense developing First person awareness developing Use of adverbials when retelling or giving instruction – firstly, next, later Use of coordinating conjunctions to link two main ideas- <i>the fox hunts at night and sleeps in the day.</i> <i>Use of commas to separate items in a list</i> <i>Noun phrases which inform, sharp claws, black fur</i> 	<ul style="list-style-type: none"> Awareness of past and present tense developing First person awareness developing Use of adverbials when retelling or giving instruction – firstly, next, later Use of coordinating conjunctions to link two main ideas- <i>the fox hunts at night and sleeps in the day.</i> Developing use of subordinating conjunctions in the middle of sentences – simple cause and effect – <i>the fox was hunting because he was hungry</i> <i>Use of commas to separate items in a list</i> <i>Noun phrases which inform, sharp claws, black fur</i> 	<p>Paragraphs used to group related ideas, Subheadings to label content, Tense.</p> <p>Stage 7</p> <ul style="list-style-type: none"> Structural devices: Plan sequence and order; group ideas to form paragraphs, identify sub headings, Paragraphs to organise ideas; Introduction, main body, conclusion Develop order and logic Developing clarity and structure in informative writing. Learning to organise their ideas into logical paragraphs. Using appropriate technical vocabulary for the subject Draft and write around a theme Use conjunctions, adverbs and prepositions to express time, place and cause Awareness of present perfect form <p>Stage 8</p> <ul style="list-style-type: none"> Structures could include Planning openings using: Paragraphs to organise /introduction, each part of report, Endings could include reflection /summary Organise paragraphs around a theme. Use further organisational and presentational devices (e.g. bullet points, tables). Use noun phrases expanded by modifying adjectives, nouns, and prepositional phrases. Use fronted adverbials and punctuate with commas. Use appropriate pronouns and nouns within and across sentences to aid cohesion 	<p>Explanation Texts Purpose: To explain how or why something happens. Features: Cause and effect language, clear steps, diagrams or flow charts. Example: Explaining how the water cycle works.</p> <p>Recounts (Factual) Purpose: To retell an event in the order it happened. Features: Past tense, chronological order, time connectives. Example: A recount of a class trip to a museum.</p> <p>Biography / Autobiography Purpose: To inform about a person's life and achievements. Features: Past tense, third person (biography), chronological order, dates and facts.</p> <ul style="list-style-type: none"> Paragraphs which are used to group related ideas Organisational devices which are typical of the form – headings, subheading, bullet points, introductions, sections headlines, conclusions, summaries Children will be able to increasingly select the appropriate form Tense changes appropriate to the form Development and consistency of use of tone Range of adverbials to demonstrate a shift in time or place Conjunctions which are well placed Punctuation such as dashes, brackets to explain terms and to mark relative clauses Secure use of commas to mark clauses including subordination Use of semi colons to punctuate complex lists or sections Colon and semi colon to mark clauses within sentences Use of a colon to introduce sections Vocabulary that is well chosen and may include technical language Use of subordinating conjunctions in varied positions
	Writing to Inform Key Authorial Devices/Writing as a reader/writing for an audience			Writing to Inform Key Authorial Devices/Writing as a reader/writing for an audience	



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<p>Writing</p>	<p>Practitioners play a key role by:</p> <ul style="list-style-type: none"> • Modelling how to write labels, captions, and simple facts • Scribing children's spoken information • Encouraging children to write/mark make for a purpose <p>Example: During a shared activity about life cycles, an adult helps children write "The egg"</p> <ul style="list-style-type: none"> • Simple description: e.g. A fat cat. A thin cat. • Prepositions:: e.g. up, down, in, into, out, to, onto • Adjectives: e.g. old, little, big, small, quiet 	<ul style="list-style-type: none"> • Adjectives to describe e.g. The fluffy sheep .. lift the big pan • Prepositions: e.g. inside outside towards across under • Repetition for description: the hot sun, the warm sun, the cold wind , the strong wind 	<ul style="list-style-type: none"> • Prepositions: behind above along before between after • Use of tense – past and present • Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. • Adverbs for information: e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. • Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis or command • Use of exclamation sentences 'what a fantastic time we had! 	<p>Stage 7 - Key Authorial Devices: - Include using clear topic sentences to introduce each paragraph and writing in the present tense. Pupils should use factual language, avoiding opinions or overly chatty tone. Headings and subheadings help to organise the writing so the reader can easily find information. Bullet points/numbered lists are useful in instructions or fact lists. Time connectives are useful when writing recounts or explanations. Where appropriate include diagrams or labelled illustrations.</p> <p>Writing as a Reader - Pupils are learning to write with the reader in mind. Using clear and simple vocabulary helps ensure the reader can follow the text, while explaining more complex or subject-specific words (e.g. "They are nocturnal, which means they come out at night") supports comprehension. Pupils should consider questions the reader might be asking and try to answer them.</p> <p>Writing for an Audience -Writing to inform involves thinking about who the audience is and what kind of writing will suit them. This means using a tone that is clear, calm and informative. Choose content that will interest the reader, such as fun facts or useful details. Pupils to consider layout features like headings, pictures, bold words, and spacing, which help the audience navigate their text.</p> <p>Stage 8- Key Authorial Devices: Pupils should confidently use clear topic sentences and group related ideas in well-structured paragraphs. Formal language and technical vocabulary should suit the subject matter. Expanded noun phrases allow them to add detail and precision to their writing. Fronted adverbials help vary sentence openings and add cohesion. Pronouns and repeated nouns maintain cohesion within and across paragraphs. Presentational features like subheadings, bullet points, diagrams, captions, and glossaries should be used more deliberately to support the reader's understanding.</p> <p>Writing as a Reader - Pupils are increasingly aware that writing to inform must meet the needs of a specific reader. They think carefully about what the reader wants to know, ensuring that information is clearly explained, with unfamiliar vocabulary either defined or presented in context. For example, a child might write. They begin to ask themselves: "Would this make sense to someone who doesn't know about the topic? Pupils should include a mix of general information and specific detail and select facts that are relevant. The goal is to help the reader learn something new and understand it easily</p> <p>Writing for an audience -Use clear and simple vocabulary and tone to suit the audience. Choose interesting and relevant facts. Think- What do they need to know?</p>	<p>Stage 9 - Key Authorial Devices -Pupils begin using a more formal or semi-formal tone when writing. Their writing should be clearly organised, using headings, subheadings, or bullet points to help the reader find information easily. They use topic-specific vocabulary, such as scientific or historical terms, and link their ideas using connectives like <i>firstly, next, and therefore</i>. Facts and statistics are useful tools to support points and add interest. Most informative writing at this stage should be written in the third person and present tense to maintain a factual and objective style.</p> <p>Writing as a Reader - Pupils should learn to reread their writing through the eyes of a reader. They should ask themselves whether their writing would make sense to someone unfamiliar with the topic. They should avoid vague terms and instead use precise vocabulary. Sentences should be clearly structured and ideas should follow a logical order so that each paragraph adds something new to the reader's understanding.</p> <p>Writing for an Audience -When writing for an audience, pupils need to consider who will be reading their work. The vocabulary and explanations should be easy to understand for specific audience. They should keep the writing interesting by including fun/surprising facts. Although the goal is to inform, the tone should remain engaging and suited to the reader's level of knowledge.</p> <p>Stage 10 - Key Authorial Devices - Pupils should be using a consistently formal tone. They should confidently use a range of sentence structures, including passive voice where appropriate, and more advanced connectives such as <i>as a result, in contrast, and furthermore</i> to guide the reader. Subject-specific vocabulary should be used accurately and explained clearly if necessary. Writing should be carefully organised into well-structured paragraphs that follow a logical sequence, and may include labelled diagrams, charts, or captions to support understanding.</p> <p>Writing as a Reader - Pupils actively evaluate their writing by considering whether a reader would understand the content. They should define key terms and explain complex processes clearly. Clarity, accuracy, and logical flow should be the focus. Each paragraph should stay on topic and avoid overloading the reader with too much information at once.</p> <p>Writing for an Audience - should think carefully about what their reader already knows and what they need to find out. Pupils should use engaging openings, such as a rhetorical question or an interesting fact, to capture attention. Their writing should remain objective and factual, presenting information clearly and confidently without personal opinion.</p>
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Cambridge Park Academy

Character - Preparation - Achievement

Term	Spring 2				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Castles & Knights - Writing to Inform Key features/Things you will typically see and develop			Castles & Knights - Writing to Inform Key features/Things you will typically see and develop	
Writing	<ul style="list-style-type: none"> Oral retelling, oral description. Awareness that they can associate command with actions Emerging development of descriptive language, e.g. increased use of vocabulary to describe (places and people, objects initially and then events) Write simple captions from personal experiences/ events Confidence to express opinions, thoughts and ideas 	<ul style="list-style-type: none"> Awareness of past and present tense developing First person awareness developing Use of adverbials when retelling or giving instruction – firstly, next, later Use of coordinating conjunctions to link two main ideas- <i>the fox hunts at night and sleeps in the day.</i> <i>Use of commas to separate items in a list</i> <i>Noun phrases which inform, sharp claws, black fur</i> 	<ul style="list-style-type: none"> Awareness of past and present tense developing First person awareness developing Use of adverbials when retelling or giving instruction – firstly, next, later Use of coordinating conjunctions to link two main ideas- <i>the fox hunts at night and sleeps in the day.</i> Developing use of subordinating conjunctions in the middle of sentences – simple cause and effect – <i>the fox was hunting because he was hungry</i> <i>Use of commas to separate items in a list</i> <i>Noun phrases which inform, sharp claws, black fur</i> 	<p>Paragraphs used to group related ideas, Subheadings to label content, Tense.</p> <p>Stage 7</p> <ul style="list-style-type: none"> Structural devices: Plan sequence and order; group ideas to form paragraphs, identify sub headings, Paragraphs to organise ideas; Introduction, main body, conclusion Develop order and logic Developing clarity and structure in informative writing. Learning to organise their ideas into logical paragraphs. Using appropriate technical vocabulary for the subject Draft and write around a theme Use conjunctions, adverbs and prepositions to express time, place and cause Awareness of present perfect form <p>Stage 8</p> <ul style="list-style-type: none"> Structures could include Planning openings using: Paragraphs to organise /introduction, each part of report, Endings could include reflection /summary Organise paragraphs around a theme. Use further organisational and presentational devices (e.g. bullet points, tables). Use noun phrases expanded by modifying adjectives, nouns, and prepositional phrases. Use fronted adverbials and punctuate with commas. Use appropriate pronouns and nouns within and across sentences to aid cohesion. 	<p>Explanation Texts Purpose: To explain how or why something happens. Features: Cause and effect language, clear steps, diagrams or flow charts. Example: Explaining how the water cycle works.</p> <p>Non-Chronological Reports Purpose: To give information about a topic. Features: Subheadings, paragraphs, technical vocabulary, third person, present tense. Example: A report about volcanoes or the Roman Empire.</p> <p>Instructions Purpose: To tell someone how to do something. Features: Imperative verbs ("Mix," "Turn," "Glue"), numbered steps, diagrams. Example: Instructions on how to make a bird feeder.</p> <p>Newspaper Reports Purpose: To inform readers of an event in a journalistic style. Features: Headlines, bylines, factual detail, quotes, past tense. Example: A report on a school play or a local community event.</p> <p>Formal Letters (Informative) Purpose: To inform a reader or request information formally. Features: Formal tone, structured layout, clear points. Example: A letter to the headteacher explaining a project idea</p> <ul style="list-style-type: none"> Paragraphs which are used to group related ideas Organisational devices which are typical of the form – headings, subheading, bullet points, introductions, sections headlines, conclusions, summaries Children will be able to increasingly select the appropriate form Tense changes appropriate to the form Development and consistency of use of tone Range of adverbials to demonstrate a shift in time or place Conjunctions which are well placed Punctuation such as dashes, brackets to explain terms and to mark relative clauses Secure use of commas to mark clauses including subordination Use of semi colons to punctuate complex lists or sections Colon and semi colon to mark clauses within sentences Use of a colon to introduce sections Vocabulary that is well chosen and may include technical language Use of subordinating conjunctions in varied positions
	Writing to Inform Key Authorial Devices/Writing as a reader/writing for an audience			Writing to Inform Key Authorial Devices/Writing as a reader/writing for an audience	



Cambridge Park Academy

Character - Preparation - Achievement

<p>Writing</p>	<p>Practitioners play a key role by:</p> <ul style="list-style-type: none"> • Modelling how to write labels, captions, and simple facts • Scribing children's spoken information • Encouraging children to write/mark make for a purpose <p>Example: During a shared activity about life cycles, an adult helps children write "The egg"</p> <ul style="list-style-type: none"> • Simple description: e.g. A fat cat. A thin cat. • Prepositions:: e.g. up, down, in, into, out, to, onto <p>Adjectives: e.g. old, little, big, small, quiet</p>	<ul style="list-style-type: none"> • Adjectives to describe e.g. The fluffy sheep .. lift the big pan • Prepositions: e.g. inside outside towards across under • Repetition for description: the hot sun, the warm sun, the cold wind , the strong wind 	<ul style="list-style-type: none"> • Prepositions: behind above along before between after • Use of tense – past and present • Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. • Adverbs for information: e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. • Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis or command • Use of exclamation sentences 'what a fantastic time we had! 	<p>Stage 7 - Key Authorial Devices: - Include using clear topic sentences to introduce each paragraph and writing in the present tense. Pupils should use factual language, avoiding opinions or overly chatty tone. Headings and subheadings help to organise the writing so the reader can easily find information. Bullet points/numbered lists are useful in instructions or fact lists. Time connectives are useful when writing recounts or explanations. Where appropriate include diagrams or labelled illustrations.</p> <p>Writing as a Reader - Pupils are learning to write with the reader in mind. Using clear and simple vocabulary helps ensure the reader can follow the text, while explaining more complex or subject-specific words (e.g. "They are nocturnal, which means they come out at night") supports comprehension. Pupils should consider questions the reader might be asking and try to answer them.</p> <p>Writing for an Audience -Writing to inform involves thinking about who the audience is and what kind of writing will suit them. This means using a tone that is clear, calm and informative. Choose content that will interest the reader, such as fun facts or useful details. Pupils to consider layout features like headings, pictures, bold words, and spacing, which help the audience navigate their text.</p> <p>Stage 8- Key Authorial Devices: Pupils should confidently use clear topic sentences and group related ideas in well-structured paragraphs. Formal language and technical vocabulary should suit the subject matter. Expanded noun phrases allow them to add detail and precision to their writing. Fronted adverbials help vary sentence openings and add cohesion. Pronouns and repeated nouns maintain cohesion within and across paragraphs. Presentational features like subheadings, bullet points, diagrams, captions, and glossaries should be used more deliberately to support the reader's understanding.</p> <p>Writing as a Reader - Pupils are increasingly aware that writing to inform must meet the needs of a specific reader. They think carefully about what the reader wants to know, ensuring that information is clearly explained, with unfamiliar vocabulary either defined or presented in context. For example, a child might write. They begin to ask themselves: "Would this make sense to someone who doesn't know about the topic? Pupils should include a mix of general information and specific detail and select facts that are relevant. The goal is to help the reader learn something new and understand it easily</p> <p>Writing for an audience -Use clear and simple vocabulary and tone to suit the audience. Choose interesting and relevant facts. Think- What do they need to know?</p>	<p>Stage 9 - Key Authorial Devices =Pupils begin using a more formal or semi-formal tone when writing. Their writing should be clearly organised, using headings, subheadings, or bullet points to help the reader find information easily. They use topic-specific vocabulary, such as scientific or historical terms, and link their ideas using connectives like <i>firstly, next, and therefore</i>. Facts and statistics are useful tools to support points and add interest. Most informative writing at this stage should be written in the third person and present tense to maintain a factual and objective style.</p> <p>Writing as a Reader - Pupils should learn to reread their writing through the eyes of a reader. They should ask themselves whether their writing would make sense to someone unfamiliar with the topic. They should avoid vague terms and instead use precise vocabulary. Sentences should be clearly structured and ideas should follow a logical order so that each paragraph adds something new to the reader's understanding.</p> <p>Writing for an Audience =When writing for an audience, pupils need to consider who will be reading their work. The vocabulary and explanations should be easy to understand for specific audience. They should keep the writing interesting by including fun/surprising facts. Although the goal is to inform, the tone should remain engaging and suited to the reader's level of knowledge.</p> <p>Stage 10 - Key Authorial Devices = Pupils should be using a consistently formal tone. They should confidently use a range of sentence structures, including passive voice where appropriate, and more advanced connectives such as <i>as a result, in contrast, and furthermore</i> to guide the reader. Subject-specific vocabulary should be used accurately and explained clearly if necessary. Writing should be carefully organised into well-structured paragraphs that follow a logical sequence, and may include labelled diagrams, charts, or captions to support understanding.</p> <p>Writing as a Reader = Pupils actively evaluate their writing by considering whether a reader would understand the content. They should define key terms and explain complex processes clearly. Clarity, accuracy, and logical flow should be the focus. Each paragraph should stay on topic and avoid overloading the reader with too much information at once.</p> <p>Writing for an Audience = should think carefully about what their reader already knows and what they need to find out. Pupils should use engaging openings, such as a rhetorical question or an interesting fact, to capture attention. Their writing should remain objective and factual, presenting information clearly and confidently without personal opinion.</p>
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Cambridge Park Academy

Character - Preparation - Achievement

Term	Summer 1				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Big Changes - Writing to Entertain Key features/Things you will typically see and develop			Big Changes - Writing to Entertain Key features/Things you will typically see and develop	
Writing	<ul style="list-style-type: none"> Oral storytelling, developing simple narratives Awareness that stories have characters, settings and things that happen (events) Emerging development of descriptive language, e.g. increased use of vocabulary to describe (settings and characters initially and then events) Awareness of simple story structure, e.g. beginning, middle and end 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	<ul style="list-style-type: none"> Understanding of story structures: Beginning, middle and ending Understanding of the things that are found in all stories – typical features: characters, settings and events Dialogue is simple Language is often repetitive 	Stage 7 Structural devices: Plan opening around character(s), setting, time of day and type of weather. Paragraphs to organise ideas; Introduction –should include detailed description of setting or characters; Build-up –build in some suspense towards the problem or dilemma; Problem / Dilemma –include detail of actions / dialogue; Resolution - should link with the problem; Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Stage 8 Narrative structures could include: Planning openings using: Description /action; Paragraphs to organise each part of story to indicate a change in place or jump in time; Build in suspense writing to introduce the dilemma; Clear distinction between resolution and ending; Endings could include reflection on events or the characters.	Stage 9 Narrative structures could include: Planning opening using: Description /action/dialogue; Paragraphs: Vary adverbials, use of conjunctions, sentence openings within paragraphs to build cohesion; Use change of place, time and action to link ideas across paragraphs. Writing could start at any point in a story: this may include flashbacks Introduction –could include action / description -character or setting / dialogue; Build-up –develop suspense techniques; Problem / Dilemma –may be more than one problem to be resolved; Resolution –clear links with dilemma; Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. Stage 10 Narrative structures could include: suspense, cliff hangers, flashbacks/forwards, time slips; Starting the story at any point of the narrative structure; Maintain plot consistently working from plan Use of paragraphs: Secure use of linking ideas within and across paragraphs. Secure development of characterisation.
	Writing to Entertain Key Authorial Devices/Writing as a reader/writing for an audience			Writing to Entertain Key Authorial Devices/Writing as a reader/writing for an audience	

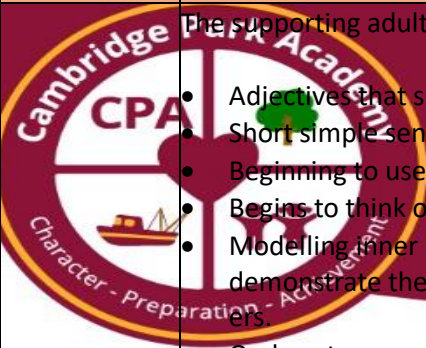


Cambridge Park Academy

Character - Preparation - Achievement

<ul style="list-style-type: none"> Repeated refrains, e.g. 'They pulled and they pulled and they pulled. Simple story language: e.g. Once upon a time; They lived happily ever after. Repetition for rhythm, e.g. He walked and he walked Repetition in description: e.g. A fat cat. A thin cat. Prepositions:: e.g. up, down, in, into, out, to, onto Adjectives: e.g. old, little, big, small, quiet 	<ul style="list-style-type: none"> Further story language: e.g. Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.. / Unfortunately,... Adjectives to describe: e.g. The old house... The huge elephant... Prepositions: e.g. inside outside towards across under Alliteration: e.g. dangerous dragon slimy snake Similes using as....as...: e.g. as tall as a house as red as a radish Repetition for rhythm: e.g. He walked and he walked and he walked. Repetition for description: e.g. a lean cat, a mean cat a green dragon, a fiery dragon 	<ul style="list-style-type: none"> Extended story language: e.g. Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Prepositions: behind above along before between after Alliteration: e.g. wicked witch slimy slugs Similes using...like...: e.g. ... like sizzling sausages ...hot like a fire Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information: e.g. Lift the pot carefully onto the tray. Use of long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. 	<p>Stage 7</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points</p> <p>Prepositions: Next to, by the side of, In front of, during, through, throughout, because of</p> <p>Powerful verbs: e.g. stare, tremble, slither</p> <p>Boastful Language: e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail: e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Call to action for persuasion: Act now. Visit soon. Don't delay.</p> <p>Stage 8</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Start sentences with a simile: e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Repetition to persuade: e.g. Find us to find the fun</p> <p>Prepositions: at underneath since towards beneath beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives: e.g. small...smaller...smallest</p> <p>Good...better...best Introduce the concept of suspense</p>	<p>Stage 9</p> <p>Intro of Metaphor Personification, Onomatopoeia.</p> <p>Empty words e.g. someone, somewhere was out to get him. Developed use of technical language</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects: e.g. The siren echoed loudlythrough the lonely streetsat midnight</p> <p>Use of rhetorical questions. Indicating degrees of possibility using modal verbs: e.g. might, should, will, must</p> <p>or adverbs: e.g. perhaps, surely. Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage 10</p> <p>Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions; Express balanced coverage of a topic; Use different techniques to conclude texts; Use appropriate formal and informal styles of writing; Choose or create publishing format to enhance text type and engage the reader.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing: such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech, as in 'If I were you.'</p> <p>Build in literary features to create effects: e.g. alliteration, personification, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing: e.g. said versus reported, alleged, or claimed in formal speech or writing. How hyphens can be used to avoid ambiguity: e.g. man eating shark versus man-eating shark, or recover versus re-cover</p>
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Term	Summer 2				
	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Volcanos - Writing to Express Feeling Key features/Things you will typically see and develop			Volcanos - Writing to Persuade Key features/Things you will typically see and develop	
Writing	<p>The adults will facilitate:</p> <ul style="list-style-type: none"> Identifying and explaining the emotions of a range of scenarios Model the use of vocabulary that explores a range of different emotions, not just, sad, happy, angry, okay Support pupils with dictation to orally compose and write sentences containing simple emotions e.g “When the volcano exploded, the people were helpless.” 	<p>The adults will facilitate:</p> <ul style="list-style-type: none"> Representing/modelling emotion as an audience in response to a topic/presentation from a student. Modelling the use of oral language to express an emotion and facilitate practices. Exploring poetry and rhythmical language to express an emotion. The use of repetitive language to maintain engagement from an audience. Oral and simple written recounts of events to articulate their feelings. E.g. diary entry. 	<p>The adults will facilitate:</p> <ul style="list-style-type: none"> Use newly learned vocabulary that is designed to make an audience feel a certain way. (For that purpose) Asking questions to clarify what they have heard. Demarcation of sentences to demonstrate/evoke emotions such as exclamation mark. Beginning to think about how they can impact the emotions of an audience through what they say and what they show through images. 	<ul style="list-style-type: none"> Use of 2nd person An opening statement - Often begin with a question e.g. Do you know how good vegetables are for you? Planned repetition – to reinforce point/idea Facts and Statistics Positive language and powerful verbs for description to create persuasion Use of colour and images for advertising (to stand out) Argue and give reasons e.g. They contain vitamins. Vitamin C is vital for Present Tense <p>Stage 7</p> <p>Introduction - Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Middle Section(s) - Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs; Topic sentences to introduce paragraphs; Lists of steps to be taken; Bullet points for facts; Flow diagram; Develop Ending - Personal response; Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Stage 8</p> <p>Non-narrative structures could include: Paragraphs to organise ideas around a theme; Logical organisation using group related paragraphs; Use of a topic sentence; Link information within paragraphs with a range of conjunctions, adverbials and prepositions; Use of bullet points, diagrams; Endings could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p>	<ul style="list-style-type: none"> Personal Pronouns One paragraph for each argument/point Short sentence for emphasis e.g. This has to stop! Vote for change! Emotive language throughout to engage the reader Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) The décor is to die for! The NHS care was out of this world! Conclusion to get people on side/agree Use bold and capital letters to add emphasis Catchy names and slogans <p>Stage 9</p> <p>Non-narrative structures could include: Secure use of range of layouts suitable to text; Secure use of paragraphs; Use a variety of ways to open texts and draw reader in and make the purpose clear; Link ideas within and across paragraphs using a full range of conjunctions, adverbials and other sentence openers; Use rhetorical questions to draw reader in; Express own opinions clearly; Consistently maintain viewpoint; Summary clear at the end to appeal directly to the reader.</p> <p>Stage 10</p> <p>Non-narrative structures could include: Use a variety of text layouts appropriate to purpose Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices: such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

	Writing to Express Feeling Key Authorial Devices/Writing as a reader/writing for an audience	Writing to Persuade Key Authorial Devices/Writing as a reader/writing for an audience	
 <p>The supporting adult can facilitate:</p> <ul style="list-style-type: none"> • Adjectives that support the writer to build a picture in the readers mind that can convey mood. • Short simple sentences for impact that can reflect fear, shock or surprise. • Beginning to use repeated phrases • Begins to think of the characters point of view with support from an adult. • Modelling finer monologue and inner thought to relate to an emotion of a character, or to demonstrate the process of how your own words and actions can influence the emotions of others. • Oral sentence modelling of structure using the first person (I, me, my). 	<p>Stage 7:</p> <ul style="list-style-type: none"> • Imperative verbs to convey urgency e.g. Buy it today! Listen very carefully... • Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out? • Noun phrases to add detail and description e.g. Our fantastic resort has amazing facilities for everyone • Subordinating conjunctions: when, if, because, although • Adverbials: Firstly, Also, Finally • ?! for rhetorical questions and exclamatory sentences • Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points • Prepositions: Next to, by the side of, In front of, during, through, throughout, because of • Powerful verbs: e.g. stare, tremble, slither • Boastful Language: e.g. magnificent, unbelievable, exciting! • More specific / technical vocabulary to add detail • Call to action for persuasion: Act now. Visit soon. Don't delay. <p>Stage 8:</p> <ul style="list-style-type: none"> • ?! for rhetorical questions and exclamatory sentences • Subordinating conjunctions: when, if, because, although, while, as, until, once, after • Adverbials: Firstly, Also, In addition to, On the other hand, therefore, in conclusion • Commas after fronted adverbials e.g. After your visit, you will not want to leave! • Long and short sentences: Long sentences to enhance description or information Short sentences for emphasis e.g. It's great fun. • Repetition to persuade: e.g. Find us to find the fun • Prepositions: at underneath since towards beneath beyond • Conditionals - could, should, would • Comparative and superlative adjectives: e.g. small...smaller...smallest Good...better...best 	<p>Stage 9</p> <ul style="list-style-type: none"> • Conjunctions: when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, though, s • Relative clauses (correctly punctuated) to provide additional enticement e.g. Our hotel, which has three swimming pools, overlooks a stunning beach • Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion • Brackets or dashes for parenthesis for emphasis • Introduce Metaphor Personification Onomatopoeia • Developed use of technical language • Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect • Moving sentence chunks around for different effects: • Use of rhetorical questions • Indicating degrees of possibility using modal verbs: e.g. might, should, will, must or adverbs: e.g. perhaps, surely • Use of commas to clarify meaning or avoid ambiguity <p>Stage 10</p> <ul style="list-style-type: none"> • Subjunctive form for formal structure e.g. If I were in charge, I would ... • Colons and semi colons to list features, attractions or arguments • Semi colons for structure repetition e.g., Bring your friends; bring your children; bring the whole family! • Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions; Express balanced coverage of a topic; Use different techniques to conclude texts; Use appropriate formal and informal styles of writing; Choose or create publishing format to enhance text type and engage the reader • The difference between structures typical of informal speech and structures appropriate for formal speech and writing: such as the use of question tags, e.g. He's your friend, isn't he?, • Build in literary features to create effects: e.g. alliteration, personification, onomatopoeia, similes, metaphors • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related as synonyms and antonyms: e.g. big/ large / little • How hyphens can be used to avoid ambiguity: e.g. man eating shark versus man-eating shark, or recover versus re-cover 	

Oracy – Receptive Skills

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
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Cambridge Park Academy

Character - Preparation - Achievement

Attention, Listening and Understanding	Listen to and understand instructions about what they're doing, whilst busy with another task.	Listen carefully and responds with increasing appropriateness to what has been said, e.g. Make a helpful contribution when speaking in a small reading group.	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.		
	Listen to others in a range of situations and usually respond appropriately.	Recognise when it is needed and ask for specific additional information to clarify instructions.	Be aware of when a message is not clear and ask for an explanation e.g. Is swimming not happening because the water is cold?		
	Anticipate key events and respond to what they hear with relevant comments, questions or actions.	Attempt to follow instructions before seeking assistance.	Understands complex 2 / 3-part instructions e.g. "choose a character from the story we've just read, then talk to your partner about how they feel at the end of the story"		
	Understand Instructions with more than one point in many situations. E.g. 3 key word instructions.	-	Understand the key points they need to focus on to answer a question or follow an instruction and begin to ignore less important information, e.g. "four buses have nine passengers each, but two trains are empty. How many passengers all together?"		
	-	-	Follow instructions in a range of unfamiliar situations.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Asking and Answering Questions	Ask questions that are linked to the topic being discussed.	Show that they are following a conversation by asking relevant and timely questions.	Ask questions that relate to what has been heard or what was presented to them.		
	Answer questions using clear sentences.	Begin to give reasoning behind their answers when prompted to do so.	Begin to offer support for their answers to questions with justifiable reasoning.		

Oracy – Speaking and Expressive Skills

Sub-Aspect Vocabulary	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
	Use appropriate vocabulary to describe their immediate world and feelings.	Start to use subject- specific vocabulary to explain, describe and add detail.	Use vocabulary that is appropriate to the topic and/or the audience.		



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	Think of alternatives for simple vocabulary choices.	Suggest words or phrases appropriate to the topic being discussed.	Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.		
	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.	Usually speaks in grammatically correct sentences using conjunctions to link ideas.	Use 2 or 3 linked sentences to communicate their thoughts or feelings around a topic.		
	Name objects, characters and animals from a description, e.g. "it lives in the jungle and is fierce with big teeth and is stripy." - will ask if they are unsure.	Compare words - the way they look, sound or mean, e.g. "it's weird, bare and bear sound the same, but you spell them different, and they mean different things".	'Guess the word' when provided with clues using shape, size and function, e.g. "it's a wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name, starts with 'h'".		
	Use words more specifically to make their meaning clear, e.g. "i didn't want my yellow gloves; I wanted the spotty ones that match my hat".	-	Use newly learnt words in a specific and appropriate way, e.g. "do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical.		
	Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.	Use an imaginative range of descriptive words in sentences, e.g. "suddenly, he saw a huge hairy creature".	Use more complicated grammar including using different ways to join phrases to help explain or justify an event, e.g. "it was scary because even the man with the dog looked worried, so we decided to get out of there".		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Sentence building and Grammar	Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.	Use an imaginative range of descriptive words in sentences, e.g. "suddenly, he saw a huge hairy creature".	Use more complicated grammar including using different ways to join phrases to help explain or justify an event, e.g. "it was scary because even the man with the dog looked worried, so we decided to get out of there".		
	Use well-formed sentences, longer sentences and sentences with more details, e.g. "i made a big round pizza with tomato, cheese and ham on top".	Questions to find out specific information including 'how' and 'why', e.g. "how do we know burglars can't get in?"	-		
	Use some irregular past tense words, e.g. "i drank all my milk", "she took my teddy".	-	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Conversations and Social interactions	Organise their thoughts into sentences before expressing them.	Talk about themselves clearly and confidently.	j		
	Talk about an event or experience and indicate how it made them feel (spoken, sign, symbol or voca).	Talk about feelings of others from a range of provided scenarios.	Express their feelings appropriately and consider the feelings of others, demonstrating an ability to listen, discuss and reason where necessary.		
	Talk about their immediate family or community and experiences they have had.	Verbally recount experiences with some added interesting details.	Communicate their ideas, thoughts and feelings using appropriate vocabulary and intonation to get their point across to the listener.		
	Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed.	Take turns to talk, listen, and respond in two-way conversations and groups.	Use language they hear other people using and begin to be aware of current peer language. They're learning that they need to use different styles of talk with different people. Use different words when they are talking to friends than when they are talking to a teacher, e.g. Terms like, 'in your face', 'wicked' or 'yeah right'.		



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	Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, e.g. “can we go to the park after school today – it’s a lovely sunny day and it will be fun”.	Exaggerate in an implausible way, to make stories more exciting, e.g. “last year on my summer holidays I made the biggest sandcastle in the world”.	-		
	Give details that they know are important and will influence the listener, e.g. “Ahmed fell over that stone, Javid didn’t push him”.	-	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Rhyme, Story telling and narrative	Begin to add something that’s gone wrong in their own stories, e.g. “...but the boy dropped his big ice cream on the floor, and he was sad and crying...”	Accurately predict what will happen in a story.	Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order.		
	Use longer and more complicated sentences within their stories, e.g. “when he got home, he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile”.	Begin to be aware of what the listener knows already and make checks while telling a story, e.g. “you know Mr Jones, he’s our caretaker, he always wears a hat, well he wasn’t in school today...”	Describe their own experiences in detail and in the right order, e.g. About a holiday, weekend activities or visits.		
	Take part in a simple role play of a familiar story.	Take on a different role in a drama or role play as part of a performance.	Participate in role play tasks showing an understanding of character by choosing appropriate words or phrases to indicate character.		
	Speak clearly to a small audience.	Speak in front of larger audiences with confidence.	Rehearse reading sentences, stories or scripts aloud, beginning to use intonation and expression to engage an audience.		
	Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8
Discussions	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Provide enough detail to hold the interest of other participant(s) in a discussion.	Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.		
	Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	Take account of the viewpoints of others when participating in discussions.		

Reading Fluency

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Phonics and Decoding	Pupils working at stage 4 and 5 will access Read Write Inc. KS3 pupils may access RWI Fresh Start for more age appropriate content if it is required/suitable.		RWI/Comprehension Scheme Reading for meaning	-	-



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Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Common Exception words	Read all common exception words from school's phonics scheme at the level they are accessing noting unusual correspondences between spelling and sound in words	Read all NC Year 1 common exception words scheme, noting unusual correspondences between spelling and sound and where these occur in words.	Read most y1 and y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Accurately read texts that are consistent with their developing phonic knowledge, which do not require them to use other strategies to work out words.	Read aloud with some expression and intonation, considering basic punctuation such as full stops, commas and exclamation marks.		
	Use a full stop to pause when reading.	Reread texts to build up fluency and confidence in word reading.	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.		
	-	Use punctuation to aid reading.	Reread these books to build up fluency and confidence in word reading.		
	-	-	Read words accurately and fluently without overt sounding and blending, e.g. At over 90 words per minute, in age-appropriate texts.		
	Speak clearly to a small audience.	Speak in front of larger audiences with confidence.	Rehearse reading sentences, stories or scripts aloud, beginning to use intonation and expression to engage an audience.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Discussions	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Provide enough detail to hold the interest of other participant(s) in a discussion.	Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.		
	Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	Take account of the viewpoints of others when participating in discussions.		

Reading Comprehension

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Familiarity with texts and stories.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Check that a text makes sense to them as they read and to self- correct.	Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.		
	Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Link what they have read or have read to them to their own experiences.	Check that the text makes sense to them as they read and to correct inaccurate reading.		



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	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they.		
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Retell familiar stories in increasing detail.	Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.		
	Compare and contrasts characters from stories, including figures from the past.	Join in with discussions about a text, taking turns and listening to what others say.	Make links between the text they are reading and other texts they have read (in texts that they can read independently).		
	Begin to make simple inferences e.g. boys are wearing a coat because it is cold.	Predict what might happen based on what has been read so far.	Make inferences based on what is being said and done.		
	Demonstrate understanding of who, doing, what, where and at what time by correctly placing symbols or writing key words in colour coded sentence strip.	Demonstrates understanding of who, doing, what, where and at what time and why by correctly placing symbols or writing key words in colour coded sentence strip.	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Non-Fiction Texts	Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction books when appropriate.	Recognise that non-fiction books are often structured in different ways.	Know some key features of basic non-fiction text types.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Poetry and Performance	Make use of props and materials when role playing characters in narratives and stories.	Recite some simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.		
	Recount simple narratives and stories to an adult, peers.	Recount narratives and stories with increased detail, for e.g. character description.	Recount narratives and stories with increased detail, and explanations.		
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	-	-		

Writing Transcription

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Transcription:					
Spelling.	Write graphemes that they have been taught accurately (SSP) and understands the grapheme phoneme correspondence.	Know all letters of the alphabet and the sounds which they most commonly represent.	Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.		



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	Spell words by segmenting the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs, e.g. frog, hand, see, chop, storm, splash (SSP).	Accurately spell most words containing the 40+ previously taught phonemes and GPCs.	Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common.		
	Spell all taught common exception words correctly.	To recognise consonant digraphs which have been taught and the sounds which they represent.	Spell most Y1 and Y2 common exception words correctly.		
	-	Recognise vowel digraphs which have been taught and the sounds which they represent.	Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.		
	-	Recognise words with adjacent consonants.	-		
	-	Spell some words in a phonically plausible way, even if sometimes incorrect.	-		
	-	Spell all Y1 common exception words correctly. See SSP*	-		
	-	Use -s and -es to form regular plurals correctly.	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Transcription: Handwriting	RWI handwriting Stage 2	-	-		
	Sit correctly at a table, holding a pencil comfortably and correctly.	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Form lower case letters of the correct size in relation to one another.		
	Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds.	Write lower case letters, and capital letters and digits in the correct direction, starting and finishing in the right place with a good level of consistency and fluency.	Take pride in the presentation of their writing.		
	Form the digits 0 – 9 correctly, starting and finishing these in the right place.	Use spacing between words that reflects the size of the letters.	Begin to use the diagonal and horizontal strokes needed to join letters. (Year 2 mainstream) <i>*Not taught in special schools as cognitive overload.</i>		
	-	Write letter sizes consistently in relation to other letters.	-		








Writing Composition

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Sentence Construction	Recognise that words combine to make simple sentences.	Extend a simple sentence to give more detail.	Write sentences with subordinating conjunctions in the middle of a sentence (because, when, if then, that).		
	-	To begin to use adjectives/adverbs (clouds)	Write a sentence that includes a coordinating conjunction (but, and, or)		



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	 Write a 'who' + 'verb' + 'who/what/where' sentence.	 Write a 'who' + 'verb' + 'who/what/where/when' sentence.	 Write a 'who' + 'verb' + 'who/what/where/when' sentence + adjectives + conjunctions. (adjective/adverb clouds)		
 Write an 'and' sentence.	Write an 'and' sentence.	Write an opposite 'and' sentence.	Write question sentences using 'who, what, why, will, how and where', knowing these are different to exclamation sentences, statements and commands.		
 Write simple phrases and sentences that can be read by others using words with known GPC's and CEW's.	Write simple phrases and sentences that can be read by others using words with known GPC's and CEW's.	Write a sentence that contains an adjective or noun phrase.	Write sentences that end with an exclamation mark for effect.		
 Communicate a sentence aloud and write down their sentence.	Communicate a sentence aloud and write down their sentence.	Write a question sentence.	Write a command sentence using an imperative verb, knowing these are different to question sentences, exclamations or statement sentences.		
 Practise writing dictated sentences that contain known GPC's and taught CEW's.	Practise writing dictated sentences that contain known GPC's and taught CEW's.	Practise writing dictated sentences that contain known GPC's and taught CEW's.	Write an expanded noun phrase for description and specification		
-	-	Sequencing sentences to form short narratives (i.e. 2 or 3 sentences).	Write a sentence containing two adjectives before the noun, separated with a comma.		
-	-	-	Write a sentence containing two adjectives before the noun, separated with a comma.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Use of Grammar	Recognise the subject, verb and/or object in a simple sentence.	Know that a simple sentence (containing one independent clause) is made up of a subject and predicate (which includes a verb and says what the subject is doing).	Know that as well as a verb indicating a physical action (e.g., "drive"), it also indicates a mental action (e.g., "think"), or a state of being (e.g., "exist").		
-	Know that nouns are the words we use to name people, places, or things.	Know that simple plurals of nouns, made by adding the suffix 's' or 'es', indicate more than one.	Use the past and present tense, using the progressive form of verbs to mark actions in progress.		
-	Know that a verb is a word that indicates a physical action.	Know that adjectives are words used to describe and give more information about a noun, which could be a person, place or object.	Know how to extend or join sentences with coordinating conjunctions (and, but, or) or subordinating conjunctions (when, if, that, because) or with adjectives to create.		
-	Know that all sentences need a verb.	Know that 'and' is a coordinating conjunction 'which is used to join words and clauses.	Know how to use suffixes (-ness, -er) to form nouns, or (-ful, -less) to form adjectives, or (-er, -est, -ly) to turn adjectives into adverbs.		
-	Begin to know that a personal pronoun is a word which can be used instead of a person, place or thing, including using 'I' instead of saying or writing your name.	Know that a noun phrase includes one noun as well as a word(s) that describes it.	Know that adverbs describe how an action was carried out.		
-	-	Know that a phrase is a small group of words that does not contain a verb (as soon as a verb is included, the group of words become a clause).	Know how to combine words to make compound words, e.g. whiteboard or superman.		
-	-	Know that a question is a type of sentence that we ask or write to gain further information from a person or people responding. Written questions are punctuated with a question mark to show that the sentence has been completed (?)	-		
-	-	Know that an exclamation is forceful statement which expresses high levels of emotion or excitement. Exclamations can begin with 'what' or 'how' and are usually punctuated by an exclamation mark (!)	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10



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Punctuation	Use Capital Letters (CL) for names and places.	Write upper- and lower-case letters.	Write sentences with CL, FS consistently.		
	Separation of words within sentence.	Dictate with teacher a composed phrase.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.		
	Uses capital letter for pronoun (I).	Use a full stop consistently at the end of a sentence.	Use commas to separate items in a list – can be through dictation to begin.		
	Dictate with teacher a composed phrase.	Recognise that some sentences end with exclamation marks for effect.	Use apostrophes to mark contracted forms in spelling.		
	Can form some uppercase letters	Can form all uppercase letters	-		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Use of Vocabulary	Singular Plural Sentence Punctuation Question mark Exclamation mark Plural noun suffixes (-s or -es) Suffixes	Noun Noun phrase Statement Command Compound Suffix Adjective Adverb Verb			

Executive Function

To plan and review writing for a range of purposes to describe, narrate, instruct and to provide information

Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Planning for Writing	Use familiar plots for structuring the opening, middle and end in narrative.	Sequence events and finally non-fiction texts using pictures and props, adding sequencing vocabulary such as 'first', 'after that'.	Plan and discuss what to write about and begin to record ideas, collecting new vocabulary, key words and ideas.		



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	Recount narratives and stories with peers and teachers.	Develop their ideas for writing and create a plan for a simple story or non-fiction text.	Extend their ideas after discussions with peers and teachers and adapt their plan.		
	-	Begin to think about who writing is for.	-		
	-	Use familiar plots for structuring the opening, middle and end in narrative.	-		
	Orally compose sentences before writing.	Re-read sentences to make sure it makes sense.	Orally rehearse sentences prior to writing and check for meaning.		
	Refine these sentences to correct grammatical structure.	-	Use specific text-type features to write for a range of audiences and purposes.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Drafting writing	Orally compose sentences before writing.	Re-read sentences to make sure it makes sense.	Orally rehearse sentences prior to writing and check for meaning.		
	Refine these sentences to correct grammatical structure.	-	Use specific text-type features to write for a range of audiences and purposes.		
Sub-Aspect	Stage 4	Stage 5	Stage 6	Stage 7 & 8	Stage 9 & 10
Reviewing Writing	Discuss their writing with adults and peers, e.g. using speaking frames such as "I am proud of"	Discuss their writing with adults and peers, e.g. using speaking frames such as "The best word I have used is ..." "My handwriting is good because ..."	Review their writing and suggest some ways in which it could be better.	Edit and improve own writing in relation to audience and purpose.	