

Effective Teaching Sequence for Writing.**Engaging Starting Point (1 session)**

Plan for an experience day that hooks the children into the topic and or purpose for writing. This can drama, a trip, a visitor, an artefact, picture or film clip.

Reading (1-2 Sessions)

Immerse the children in a variety of high-quality multi-media texts – focus on the purpose the texts were written e.g. to entertain, to inform, to persuade etc. What features do they share? Are there any differences? Introduce Write Stuff non-fiction shapes if appropriate. Discuss Fantastics, Boomtastics and Grammaristics used in the focus writing that the teaching sequence focuses on.

Focusing Tasks (1-2 sessions)

Teach the skills to write effectively within the chosen genre/purpose. The Write Stuff Progression Through Genres is useful for focusing in on specific skills by year group. Match the objective to the expected level for the class, pitch the activity to the majority, differentiate the resources to support the least able and challenge the most able. Update working wall.

The Write Stuff – Supported Writing (5-10 sessions)

Plan a sequence of sentence stacking lessons that enables you to model effective sentences using the skills learnt in the focus tasks. Continue to stimulate with speaking and listening experiences, including dram and mixed ability group interaction. Children share and review each other's writin against the success criteria. Good examples displayed on the working wall. Make links to reading and focusing tasks during Write Stuff lessons. Children at greater depth must deepen the moment within their writing, plan for what this will look like. What resources support do children working towards need to achieve the learning objective.

The Write Stuff – Independent Writing (3-6 sessions)

Using the skills in the focus tasks and the techniques practised in supported writing the children write their own piece of writing in the genre/purpose for this sequence of learning. There should be at least one planning session, one writing session and one editing session.

Development of writing across the national curriculum year 1 to year 6 (includes greater depth indicators, possible interventions to close gaps and writing for purpose opportunities linked to the topic cycles.

KS1 Year Group	Word Level	Sentence Level	Text Structure	Punctuation	Terminology
<p>Year 1 Expectations for a child working at the expected level.</p>	<ul style="list-style-type: none"> Use plural regular noun suffixes (s or es) <i>e.g. dog = dogs, fish = fishes</i> Use suffixes added to a verb (phonetic plausible spelling) <i>e.g. helping, helped, helper</i> Change the meaning of verbs and adjectives using the prefix un <i>e.g. unkind, unhappy or untie</i> 	<ul style="list-style-type: none"> Combines words to make sentences <i>e.g. The cat is black.</i> Uses and to combine words and clauses <i>e.g. The cat is black and white.</i> <i>There is a black cat and there is a white cat.</i> 	<ul style="list-style-type: none"> Sequences sentences to form short narratives <i>e.g. The black and white cat likes to eat fish. The cats eat big fishes for tea and small fishes for supper.</i> 	<ul style="list-style-type: none"> Separates words with spaces (prompting acceptable) Introducing capital letters, full stops, question marks and exclamation marks to demarcate sentences Use a capital letter for names and the personal pronoun I 	<ul style="list-style-type: none"> Letter Word Sentence Capital Letter Full stop Question mark Exclamation Mark Punctuation Singular Plural
<p>Year 1 Expectations for a child working at greater depth. Pupils working at this level will show an individual style and flair across genres.</p>	<ul style="list-style-type: none"> Spell words correctly using suffixes added to the verb <i>e.g. ing, ed, er, est</i> Spell year 1 spelling list correctly within my writing Use a range of sounds that can be spelled in different ways using different letters <i>e.g. j, g, ge, dge</i> Spells more unusual words correctly 	<ul style="list-style-type: none"> Rehearses longer sentences which include more detail orally <i>e.g. The black and white cat is sitting on the tallest wall.</i> Writes longer sentences without support Writes out longer, more difficult sentences dictated by the teacher 	<ul style="list-style-type: none"> Links Sentences in a creative way. Independently check my sentences make sense Discusses work with peers and teachers to decide what can be improved 	<ul style="list-style-type: none"> Consistently separates words with spaces (no prompts) Consistently uses capital letters, full stops, question marks and exclamation marks correctly. Use a capital letter for names of people, places, days of the week and the personal pronoun I 	

	<ul style="list-style-type: none"> Spells days of the week correctly in sentences 	<ul style="list-style-type: none"> Uses grammar rules independently 			
<p>Year 1 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> Colourful semantics Phonics booster sessions Spelling support Visual supports Toe by Toe 	<ul style="list-style-type: none"> Sentence building – modelling and shared Colourful semantics Visual and kinaesthetic support Talking Tins Sticky sentences 	<ul style="list-style-type: none"> Colourful semantics Shared writing Visual supports Boxing up a text Talking Tins 	<ul style="list-style-type: none"> Shared editing Coloured punctuation Modelling correct placement 	All vocab used within the genre are displayed on the working wall.
<p>Year 2 Expectations for a child working at the expected level.</p>	<ul style="list-style-type: none"> Uses suffixes added to nouns <i>e.g. darkness, darker</i> Uses suffixes added to adjectives <i>e.g. painful, painless</i> Use suffixes to form comparisons of adjectives and adverbs <i>e.g. higher, highest</i> 	<ul style="list-style-type: none"> Uses when, if, because for subordination (linking a main clause to a clause that doesn't stand alone. <i>e.g. I will go to bed when I have eaten my supper. You can play outside if you tidy your room. I had a drink of water because I was thirsty.</i> Uses or, and, but for coordination of two clauses with equal importance. <i>e.g. Would you rather a sweet or an apple? Max is seven and Tom is five. I was going to eat chocolate but it had melted.</i> Uses expanded noun 	<ul style="list-style-type: none"> Consistently uses past and present tense throughout texts <i>e.g. I kick a ball. I kicked a ball.</i> Uses the continuous form of verbs in the present and past tense to mark actions in progress. <i>e.g. She is drumming. He was shouting.</i> 	<ul style="list-style-type: none"> Consistently uses capital letters, full stops, question marks and exclamation marks correctly. Commas used to separate a list <i>e.g. I like chocolate, cake, sweets and crisps.</i> Uses apostrophes to mark contracted forms in spelling. <i>e.g. cannot = can't I am = I'm</i> 	<ul style="list-style-type: none"> Verb Tense (past and present) Adjective Noun Suffix Apostrophe Comma

		<p>phrases for description and specification</p> <p><i>e.g. The blue butterfly landed on the pink flower.</i></p> <ul style="list-style-type: none"> Writes statements, questions, exclamations and commands <p><i>e.g. It is hot. Why is it so hot today? Wow, it is so hot! Open the window.</i></p>			
<p>Year 2</p> <p>Expectations for a child working at greater depth.</p> <p>Pupils working at this level will show an individual style and flair across genres.</p>	<ul style="list-style-type: none"> Consistently spells words on the year 2 spelling list correctly in their writing Spells using the spelling rules they have learnt Knows the difference between homophones and near homophones, using them correctly in their work <p><i>e.g. there, their, new, knew</i></p> <ul style="list-style-type: none"> Spells words that do not follow spelling patterns and uses them in their writing Consistently uses suffixes ment, ness, ful, less, ly 	<ul style="list-style-type: none"> I know which letters to join and leave unjoined. I use joined writing more consistently in my writing. I consistently use year 2 grammar rules independently I can write more effective sentences by adding further suitable detail 	<ul style="list-style-type: none"> Makes changes based on what others say about their writing Enjoys writing longer stories about things that have happened to them or other people Writes longer and more detailed recounts of things that have happened Writes longer poems Writes for different purposes, showing their different features 	<ul style="list-style-type: none"> Plans their writing in detail using taught planning formats or discussing my plan Independent editing Writes out longer, more difficult sentences dictated by the teacher, using the correct punctuation Correctly places the possessive apostrophe (singular) <p><i>e.g. The girl's book.</i></p>	

<p>Year 2 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> • Colourful semantics • Phonics booster sessions • Spelling support • Visual supports • Toe by Toe • 	<ul style="list-style-type: none"> • Sentence building – modelling and shared • Colourful semantics • Visual and kinaesthetic support • Talking Tins • Sticky sentences 	<ul style="list-style-type: none"> • Colourful semantics • Shared writing • Visual supports • Boxing up a text • Talking Tins 	<ul style="list-style-type: none"> • Shared editing • Coloured punctuation • Modelling correct placement 	<p>All vocab used within the genre are displayed on the working wall.</p>
--	---	--	--	---	---

Suggested Writing for Purpose Opportunities Across the Rolling Programme KS1

Cycle A					
Autumn 1 – London’s Burning	Autumn 2 – We are Britain	Spring 1 – Poles Apart	Spring 2 – Time Travellers (Victorians)	Summer 1 - Chocolate	Summer 2 - Sensational Safari
Cycle B					
<p>Autumn 1 – Great Explorers Texts – A travel journal, Dora the explorer Hooks – Drama, video clips, photos Purpose– Inform – Fact file Travel journal</p>	Autumn 2 – Toy Story	Spring 1 – Roar	Spring 2 – Where in the World is Worcester?	Summer 1 – Nurturing Nurses	Summer 2 – Oh We Do Want To Be Beside The Seaside

LKS2 Year Group	Word Level	Sentence Level	Text Structure	Punctuation	Terminology
<p>Year 3 Expectations for a child working at the expected level.</p>	<ul style="list-style-type: none"> • Uses a range of prefixes <i>e.g. Superman, antifreeze, autopilot</i> • Uses determiners a or an according to whether the next word begins with a consonant or vowel sound <i>e.g. a dog, an elephant</i> 	<ul style="list-style-type: none"> • Expresses time and cause using conjunctions <i>e.g. When I have finished my work, I will check for mistakes. I clean my teeth before I go to bed. I wash my hands after I have been to the toilet. While I do my homework,</i> 	<ul style="list-style-type: none"> • Beginning to use paragraphs to group related material • Uses heading and subheading to aid presentation • Uses the perfect verb to mark relationships of time and cause <i>e.g. I have written it down so we can check</i> 	<ul style="list-style-type: none"> • Beginning to use speech marks to punctuate direct speech 	<ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Speech marks • Prefix • Consonant • Vowel

	<ul style="list-style-type: none"> • Uses word families based on common words e.g. solve, solution, solver, dissolve, insoluble 	<p><i>I listen to music.</i> <i>I don't like bananas because they are bendy.</i></p> <ul style="list-style-type: none"> • Uses adverbs to show time or cause e.g. next, then, soon, so • Uses prepositions to show time or cause e.g. Before I eat, I wash my hands. <i>I feel sick after eating too many sweets.</i> During maths I use concrete resources. <i>The sweets are in the box.</i> <i>Sports day is cancelled because of the wet weather.</i> 	<p><i>what he said.</i></p>		<ul style="list-style-type: none"> • Clause • Subordinate clause
<p>Year 3 Expectations for a child working at greater depth. Pupils working at this level will show an individual style and flair across genres.</p>	<ul style="list-style-type: none"> • Use a variety of prefixes and suffixes • Uses a dictionary to check a word's meaning or spelling (first 2 letters) • Spells homophones confidently • Spells words that are often misspelled correctly • Uses a and an consistently throughout their writing 	<ul style="list-style-type: none"> • Consistently applies grammar rules for year 3 • Joined handwriting is consistent in sizing and spacing • Confidently uses conjunctions, adverbs and prepositions • Writes dictated sentences with correct spelling and punctuation • 	<ul style="list-style-type: none"> • Organises writing using settings, characters and plot development • Writing is planned by evaluating previous similar texts • Writing is organised by using headings and subheadings appropriately across a range of text • 	<ul style="list-style-type: none"> • Independent editing and improving through up levelling vocabulary • Independently correct spelling and punctuation errors • Uses the possessive apostrophe in some plurals • 	

<p>Year 3 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> • Colourful semantics • Phonics booster sessions • Spelling support • Visual supports • Toe by Toe 	<ul style="list-style-type: none"> • Sentence building – modelling and shared • Colourful semantics • Visual and kinaesthetic support • Talking Tins • Sticky sentences • Voice activated software 	<ul style="list-style-type: none"> • Colourful semantics • Shared writing • Visual supports • Boxing up a text • Talking Tins 	<ul style="list-style-type: none"> • Shared editing • Coloured punctuation • Modelling correct placement 	<p>All vocab used within the genre are displayed on the working wall.</p>
<p>Year 4 Expectations for a child working at the expected level.</p>	<ul style="list-style-type: none"> • Understands the difference of the plural s and possessive s <i>e.g. The books are on the table. The book's cover is on the table.</i> • Uses standard English forms for verb inflections instead of the spoken forms <i>e.g. We were going to the park. (Not we was) I did my shoes up. (Not I done)</i> 	<ul style="list-style-type: none"> • Chooses the appropriate pronoun or noun within a sentence. • Uses fronted adverbials to show time, place or manner <i>e.g. Yesterday afternoon, the sky was full of dark clouds. Above the isolated house, the sky was full of dark clouds.</i> • Menacingly, the cloud filled with dark clouds. 	<ul style="list-style-type: none"> • Uses paragraphs to organise ideas around a theme • Doesn't confuse choice of pronoun and noun across the text 	<ul style="list-style-type: none"> • Uses speech marks to punctuate direct speech • Uses apostrophes to mark singular and plural possession <i>e.g. The girl's name is Bella. The boys' boots are on the step.</i> • Use commas after a fronted adverbial <i>e.g. Later that day, I heard the bad news.</i> 	<ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial
<p>Year 4 Expectations for a child working at greater depth. Pupils working at this level will show an individual style and flair across genres.</p>	<ul style="list-style-type: none"> • Spells words that are often misspelled correctly • Uses a wide range of prefixes and suffixes appropriately • Uses a dictionary independently to check the meaning, word type and spelling of words (first 	<ul style="list-style-type: none"> • Independently writes sentences with a range of clauses • Doesn't write in the same way they speak – no local dialect included • Describes nouns in careful detail – appropriate vocabulary conveys 	<ul style="list-style-type: none"> • Organises writing using settings, characters and plot development • Writing is planned by evaluating previous similar texts • Writing is organised by using headings and subheadings appropriately across a 	<ul style="list-style-type: none"> • Uses the possessive apostrophe independently and accurately in words that are regular and irregular plurals • Edits work independently – adding improvements based on evaluating own and others' work 	

	<p>3 letters)</p> <ul style="list-style-type: none"> • Spell an increasing range of homophones correctly • Handwriting is fluid 	<p>consistent meaning.</p>	<p>range of text</p> <ul style="list-style-type: none"> • Compares and discusses similar texts as part of the planning process 	<ul style="list-style-type: none"> • Punctuates direct speech correctly regardless of the position of the reporting clause <i>e.g. Lola exclaimed, “You have a wasp on your head!”</i> <i>“You have a wasp on your head!” exclaimed Lola.</i> 	
<p>Year 4 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> • Colourful semantics • Phonics booster sessions • Spelling support • Visual supports • Toe by Toe • 	<ul style="list-style-type: none"> • Sentence building – modelling and shared • Colourful semantics • Visual and kinaesthetic support • Talking Tins • Sticky sentences • Voice activated software 	<ul style="list-style-type: none"> • Colourful semantics • Shared writing • Visual supports • Boxing up a text • Talking Tins 	<ul style="list-style-type: none"> • Shared editing • Coloured punctuation • Modelling correct placement 	<p>All vocab used within the genre are displayed on the working wall.</p>

Suggested Writing for Purpose Opportunities Across the Rolling Programme KS2

Cycle A

<p>Autumn 1 – Exciting Egyptians Texts – Egyptian Cinderella, The Scarabs Secret, Tutankhamun Hooks – History Man, embalming fruit, horrible histories clips, KS2 bitesize clips Purpose– Inform - Instructions – embalming Inform - Diary - pyramid builder Entertain - Fairy Tale –</p>	<p>Autumn 2 – Natural Disaster! Get Me Out of Here. Texts – Tornado Chasers, Flood, The Street Beneath My Feet, Firework Makers Daughter Hooks – Wizard of Oz Clips Newspaper reports Exploding volcano - science Genres- Inform - Non-Chronological Reports –</p>	<p>Spring 1 – The Worlds Kitchen Texts – I’m so hungry, Chocolate Cake, What’s Your Favourite Food? Hooks – Cooking, food tasting, visitors, trip to Tesco, debating Genres- Inform – Balanced Argument – Local v imported foods Inform - Letter Home – Letter from a farmer Inform - Explanation Text</p>	<p>Spring 2 – Astonishing Anglo Saxons Texts – Beowulf, The King Who Threw His Throne Away Hooks – History Man, horrible histories clips, artefacts, KS2 bitesize clips Genres – Inform – Diary Entry – Anglo Saxon settler Entertain – Myth - Beowulf Persuade – Letter to</p>	<p>Summer 1 – A Trip to the Rainforest Texts – Hooks – Photographs, video clips – oddizi, holiday brochures Genres – Persuade – Holiday Brochure – Rainforest. Inform – Non-Chronological Report – Rainforests Inform – Newspaper Report - Deforestation</p>	<p>Summer 2 -Stone Age Man Texts – Anglo Saxon Boy, Stonehenge, Ugg Hooks – History Man, horrible histories clips, artefacts, KS2 bitesize clips Genres – Inform -Non-Chronological Report – Discovery of Bronze Persuade – Advert for a hill fort Entertain – Adventure</p>
--	---	---	--	---	---

Egyptian Cinderella	Rock formation, volcanoes Entertain - Disaster Story – Flood Inform – Newspaper - Earthquake	– How ingredients are grown Entertain - Story – Story of tea	Europe – Persuade Angle’s, Saxons or Jutes to come to England		Story – Stone Age Boy
Cycle B					
Autumn 1 – Revolting Romans Texts – Romans on the rampage, Escape from Pompei Hooks – History Man, roman roads, horrible histories clips, KS2 bitesize clips Purpose – Inform - Instructions – roman roads Inform – Non-Chronological Report – What Romans Did for Us Inform/entertain - Biography – Caesar	Autumn 2 – Birmingham V Crowle Texts – Romans on the rampage, Escape from Pompei Hooks – History Man, roman roads, horrible histories clips, KS2 bitesize clips Purpose – Inform - Instructions – roman roads Inform – Non-Chronological Report – What Romans Did for Us Entertain – Cartoon strip – Romans on the Rampage	Spring 1 – Mayan Adventures Texts – The Chocolate Tree, The Great Kapok Tree, The Hero Twins Hooks – History Man, horrible histories clips, KS2 bitesize clips Purpose – Inform - Instructions – roman roads Inform – Non-Chronological Report – What Romans Did for Us Entertain – Cartoon strip – Romans on the Rampage	Spring 2 – Who is the best inventor? Texts – Clever – Lazy, Electrical Wizard, How Ben Franklin Stole Lightning, I Galileo Hooks – artefacts, think tank trip, visitors, science experiments, DT project Purpose – Inform – Non-Chronological report – invention Persuade – poster – an invention from nature e.g. digestive system Entertain/Inform – Biography – Ben Franklin	Summer 1 – Why are Norman Castles Not Bouncy? Texts – How to Train A Dragon, The Boy Who Grew Dragons Hooks – Dragon eggs, Film, History man, trip to Cardiff Castle, Market Place Purpose – Persuade – For Sale Brochure – sell a castle Inform – Letter home – Page at the battle of Hastings	Summer 2 – Water, Water Everywhere. Texts – All The Water in the World, Water is Water, A Drop Around The World. The Rhythm of The Rain Hooks – Water play, Making a dam, Purpose – Inform – Leaflet – The Water Cycle Persuade – Poster – save water Entertain – adventure story – The Rhythm of The Rain

Suggestion learning sequence by Genre – LKS2**Balanced Argument**

Y3 Expectations – The independent write will demonstrate a clear introduction, points about the issue, organised into paragraphs and subheadings used to organise points.

Y4 Expectations – The independent Write will demonstrate a clear introduction, links between key points, paragraphs organised around key points, sub headings, topic sentences and a conclusion

WALT

1. Identify the key features of a balanced argument
2. Use present perfect forms of verbs
3. Show possession with the placement of the apostrophe
4. Plan a balanced argument
5. Write a balanced argument to inform the reader
6. Edit and correct mistakes

Biography

Y3 Expectations – The independent write will demonstrate a clear introduction, organised into paragraphs, a closing statement to summarise

Y4 Expectations – The independent write will demonstrate a clear introduction, link between sentences, organised into paragraphs, writer's emotions are revealed and a conclusion.

WALT

1. Identify the features of a biography
2. Include modal verbs
3. Include adverbial phrases
4. Plan a biography using key features
5. Write a biography using the key features
6. Edit and correct mistakes

Diary

Y3 Expectations – The independent write will demonstrate a clear introduction, organised into paragraphs around key events and a closing statement to summarise.

Y4 Expectations - The independent write will demonstrate a clear introduction, links between sentences that help the reader to navigate from one idea to the next, paragraphs organised around key events, elaboration that reveals the writers emotions and responses, a clear conclusion.

WALT

1. Identify the features of a diary
2. Add extra description to the noun (expanded noun phrases)
3. Y3 - Express time and cause using connectives and conjunctions (when, so, before, after, while, because) Y4 – Understand that adverbial phrases can move around the sentence
4. Use past and present tense accurately

5. Plan a sequence of events into paragraphs
6. Write a diary entry that includes features of a diary
7. Edit work and correct errors

Instructions

Y3 Expectations – The independent write will demonstrate a set of ingredients and equipment and instructions are organised into clear points denoted by time.

Y4 Expectations - The independent write will demonstrate a set of ingredients and equipment, precautionary advice, tips and suggestions.

WALT

1. Identify the features of an instruction text
2. Give sequenced instructions that contain detail
3. Give more information to the imperative verb by using an adverb
4. Y3 – write a complex sentence using conjunctions when, if as. Y4 – write a variety of sentences using a wider range of connectives and conjunctions
5. Plan for a sequence of instructions for a purpose
6. Write clear, concise instructions
7. Edit work and correct errors

Letter

Y3 Expectations – The independent write will demonstrate a clear introduction, points about the issue/visit, organised into paragraphs denoted by time/place, topic sentences and letter layout.

Y4 Expectations – The independent write will demonstrate a clear introduction, links between key ideas, organised into paragraphs around key ideas, features of a letter and a clear conclusion.

WALT

1. Identify the features of a persuasive argument
2. Express time and cause through connectives and conjunctions
3. Include modal verbs
4. Plan a letter around a theme
5. Write a letter in the correct letter format for the purpose
6. Edit and correct mistakes

Newspaper

Y3 Expectations – The independent write will demonstrate a clear introduction, points about the issue, organised into paragraphs, topic sentences, some features of a newspaper layout and a bold, eye-catching headline.

Y4 Expectations – The independent write will demonstrate a clear introduction, link key ideas – who, what, where, when and why information is clear, organised in paragraphs, all features of a newspaper are included, a bold, eye catching headline which includes alliteration and a conclusion.

1. Identify the features of a newspaper
2. Create an eye-catching headline (Use rhyme and alliteration)
3. Understand the difference between direct and reported speech
4. Plan a newspaper around Who, What, Where, When and Why
5. Write a newspaper article including the key features of a newspaper
6. Edit and correct mistakes

Non-Chronological Report

Y3 Expectations – The independent write will demonstrate a clear introduction, organised into paragraphs and use of subheadings.

Y4 Expectations - The independent write will demonstrate a clear introduction, linking of ideas, organised into paragraphs, and use of subheadings.

WALT

1. Identify the features of a non-chronological report
2. Y3 – Include expanded noun phrases. Y4 - Include technical language
3. Y3 - Include adverbial phrases. Y4 – include relative clauses
4. Plan a non-chronological report around a theme
5. Write a non-chronological report that includes the features of the story
6. Edit and correct errors

Persuasive Argument

Y3 Expectations – The independent write will demonstrate a clear introduction, points about the subject/issue, paragraphs and a conclusion.

Y4 Expectations - The independent write will demonstrate a clear introduction, links between key ideas, paragraphs organised around key ideas and topic sentences.

WALT

1. Identify the features of a persuasive argument
2. Group ideas for and against an argument so that you can present one side of an argument

3. Y3 - Start sentences with verbs, Y4 – Start sentences with adverbs
4. Ask rhetorical questions
5. Plan a persuasive argument
6. Present a persuasive argument (this can be a letter, poster, advert or a debate)
7. Edit and correct mistakes

Story

Y3 Expectations – The independent write will demonstrate time and place, organised into paragraphs and cohesion strengthened through relationships between characters.

Y4 Expectations - The independent write will demonstrate a clear link between the opening and the conclusion, links between sentences, organised into paragraphs and a variety of sentence structures.

WALT

1. Identify the features of a story
2. Punctuate direct speech
3. Include appropriate adjectives, nouns and prepositional phrases to add detail to the noun
4. Plan a narrative into sequenced plot points
5. Write a narrative that includes features of the story
6. Edit and correct errors

UKS2 Year Group	Word Level	Sentence Level	Text Structure	Punctuation	Terminology
Year 5 Expectations for a child working at the expected level.	<ul style="list-style-type: none"> • Uses converting nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify Verb prefixes e.g. dis-, de-, mis-, over- and re- 	<ul style="list-style-type: none"> • Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs e.g. perhaps, surely 	<ul style="list-style-type: none"> • Uses devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Links ideas across paragraphs using adverbials of time later, place e.g. nearby and number e.g. 	<ul style="list-style-type: none"> • Uses brackets, dashes or commas to indicate parenthesis • Uses of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity • subordinate clause

		or modal verbs e.g. might, should, will, must	secondly or tense choices e.g. he had seen her before		
<p>Year 5 Expectations for a child working at greater depth.</p> <p>Pupils working at this level will show an individual style and flair across genres.</p>		<ul style="list-style-type: none"> • Re-order sentences to create impact on the reader. • Use expanded noun phrases to add well thought out detail to writing. 	<ul style="list-style-type: none"> • Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events. • Use changes in time and place to guide the reader through the text. • Use paragraphs to organise information logically and shape a non-fiction text effectively. • Sustain and develop ideas within a paragraph, introducing it with a topic sentence. • Close text with reference to its opening. 	<ul style="list-style-type: none"> • Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses. • Use dialogue effectively and punctuate it accurately. 	
<p>Year 5 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> • Colourful semantics • Phonics booster sessions • Spelling support • Visual supports • Toe by Toe 	<ul style="list-style-type: none"> • Sentence building – modelling and shared • Colourful semantics • Visual and kinaesthetic support • Talking Tins • Sticky sentences • Voice activated software 	<ul style="list-style-type: none"> • Colourful semantics • Shared writing • Visual supports • Boxing up a text • Talking Tins 	<ul style="list-style-type: none"> • Shared editing • Coloured punctuation • Modelling correct placement 	All vocab used within the genre are displayed on the working wall.

<p>Year 6 Expectations for a child working at the expected level.</p>	<ul style="list-style-type: none"> • Understands difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter • Understands how words are related by meaning as synonyms and antonyms e.g. big, large, little 	<ul style="list-style-type: none"> • Uses the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken. • Understands the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He’s your friend, isn’t he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech 	<ul style="list-style-type: none"> • Links ideas across paragraphs using a wider range of cohesive devices: 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 ellipsis Layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text 	<ul style="list-style-type: none"> • Uses the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It’s raining; I’m fed up • Uses the colon to introduce a list and use of semi-colons within lists • Punctuates bullet points to list information • Understands how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover 	<ul style="list-style-type: none"> • Subject • object active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points
<p>Year 6 Expectations for a child working at greater depth. Pupils working at this level will show an individual style and flair across genres.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing 	<p>use the range of punctuation taught at key stage 2 correctly e.g. semi-colons, dashes, colons, hyphens and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>	

			<ul style="list-style-type: none"> distinguish between the language of speech and writing and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this 		
<p>Year 6 When a child is working below year group expectations in consultation with the SENDCo pupils could access the following interventions</p>	<ul style="list-style-type: none"> Colourful semantics Phonics booster sessions Spelling support Visual supports Toe by Toe 	<ul style="list-style-type: none"> Sentence building – modelling and shared Colourful semantics Visual and kinaesthetic support Talking Tins Sticky sentences Voice activated software 	<ul style="list-style-type: none"> Colourful semantics Shared writing Visual supports Boxing up a text Talking Tins 	<ul style="list-style-type: none"> Shared editing Coloured punctuation Modelling correct placement 	All vocab used within the genre are displayed on the working wall.

Suggested Writing for Purpose Opportunities Across the Rolling Programme UKS2

Cycle A

<p>Autumn 1 – Texts – Hooks – Purpose– Inform - Instructions – Inform - Diary - Entertain – - Fairy Tale –</p>	<p>Autumn 2 – Texts – Hooks – Genres- Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -</p>	<p>Spring 1 – Texts – Hooks – Genres- Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -</p>	<p>Spring 2 – Texts – Hooks – Genres- Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -</p>	<p>Summer 1 – Texts – Hooks – Genres- Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -</p>	<p>Summer 2 – Texts – Hooks – Genres- Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -</p>
---	---	---	---	---	---

Cycle B

<p>Autumn 1 – Texts –</p>	<p>Autumn 2 – Texts –</p>	<p>Spring 1 – Texts –</p>	<p>Spring 2 – Texts –</p>	<p>Summer 1 – Texts –</p>	<p>Summer 2 – Texts –</p>
---	---	---	---	---	---

Hooks – Purpose– Inform - Instructions – Inform - Diary - Entertain - Fairy Tale –	Hooks – <u>Genres-</u> Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -	Hooks – <u>Genres-</u> Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -	Hooks – <u>Genres-</u> Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -	Hooks – <u>Genres-</u> Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -	Hooks – <u>Genres-</u> Inform - Non- Chronological Reports – Entertain - Disaster Story Inform – Newspaper -
--	---	---	---	---	---

Suggestion learning sequence by Genre – UKS2**Balanced Argument**

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion using all the argument or leaflet layout features, includes paragraphs that are developed with prioritised information, include viewpoints are transparent for the reader and includes emotive language used throughout to engage the reader.

Y6 Expectations – The independent write will demonstrate arguments that are well constructed that answer the reader’s questions, an understanding of the impact of the emotive language and considers the response and includes information is prioritised according to the writer’s point of view.

WALT

1. Recap the key features of a balanced argument
2. Use a range of subordinate connectives
3. Write persuasive statements
4. Plan a balanced argument that will take the readers response into account
5. Write a balanced argument to inform the reader
6. Edit and correct mistakes

Biography

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion including elaborated personal response, a description of events that are detailed and engaging, information that is organised chronologically with clear signals to the reader about time, place and personal response and has a purpose of the recount - an experience revealing the writer’s perspective.

Y6 Expectations – The independent write will demonstrate a well-constructed report that answers the reader’s questions, an understanding of the impact and the readers’ response and information that is prioritised according to importance and a frame of response set up for the reply.

WALT

1. Recap the features of a biography
2. Use precise verb forms
3. Use modifiers to intensify and qualify to heighten the engagement of the reader
4. Use fronted adverbials use to clarify writer's position
5. Write an elaborated personal description of events in a biography
6. Edit and correct mistakes

Instructions

Y5 Expectations – The independent write will demonstrate consolidation of work from previous learning, accurate instructions for complicated processes and imaginative instructions using flair and humour.

Y6 Expectations - The independent write will demonstrate consolidation of all previous learning.

WALT

1. Recap the features of an instruction text
2. Give sequenced instructions that contain detail of complicated processes
3. Give more information by using variation within the instruction (*While the pastry cooks ...*)
4. Y5 – write sentences of varied length. Y6 – write sentences of varied length for purpose.
5. Write complex noun phrases to add detail
6. Edit work and correct errors

Letter

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion using all the letter layout features, include paragraphs that are developed with prioritized information, has the purpose of letter clear and transparent for reader and uses formal language used throughout to engage the reader.

Y6 Expectations – The independent write will demonstrate a well-constructed letter that answers the reader's questions, an understanding of the impact and the reader's response and includes information that is prioritized according to importance and a frame of response set up for the reply.

WALT

7. Identify the features of a persuasive argument
8. Express time and cause through connectives and conjunctions
9. Include modal verbs

10. Plan a letter around a theme
11. Write a letter in the correct letter format for the purpose
12. Edit and correct mistakes

Newspaper

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion using all the newspaper’s layout features, include paragraphs that are developed with prioritised information into columns, include subheadings are used as an organisational device, use formal language used throughout to engage the reader and include quotations are succinct/emotive.

Y6 Expectations – The independent write will demonstrate well-constructed articles that answer the reader’s questions, an understanding of the impact, includes information that is prioritised according to importance and a frame of response set up for the reply, the headlines include puns and identifies the features of a newspaper

1. Create an eye-catching headline (Use rhyme and alliteration)
2. Use verb forms that are controlled and precise
3. Use modifiers are used to intensify or qualify
4. Use fronted adverbials used to clarify writer’s position
5. Plan a newspaper around Who, What, Where, When and Why
6. Write a newspaper article including the key features of a newspaper
7. Edit and correct mistakes

Non-Chronological Report

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion using all the layout features, a description of the phenomenon that is technical and accurate, generalized sentences that are used to categorise and sort information for the reader, have the purpose of the report being to inform the reader and to describe the way things are and used throughout formal and technical language to engage the reader.

Y6 Expectations - The independent write will demonstrate a well-constructed report that answers the reader’s questions, understanding the impact and the reader’s response and information that is prioritised according to importance and a frame of response set up for the reply.

WALT

1. Recap the features of a non-chronological report
2. Use active and passive voice used deliberately to heighten engagement
3. Use fronted adverbials to clarify the writer’s perspective
4. Use a number of subordinate connectives
5. Write a report that answers the readers’ questions
6. Edit and correct errors

Y5 Expectations – The independent write will demonstrate arguments that are well constructed that answer the reader’s questions, an understanding of the impact or the emotive language and considers the readers response and the information is prioritised according to the writer’s point of view.

Y6 Expectations - The independent write will demonstrate a developed introduction and conclusion using all the argument or leaflet layout features includes paragraphs developed with prioritised information a transparent viewpoint for reader and emotive language is used throughout to engage the reader.

WALT

1. Recap the features of a persuasive argument
2. Use precise verbs
3. Modifiers are used to intensify and qualify
4. Use an active and passive voice to deliberately heighten engagement.
5. Present a persuasive argument (this can be an advert, letter, leaflet or an argument for a debate)
6. Edit and correct mistakes

Recount

Y5 Expectations – The independent write will demonstrate a developed introduction and conclusion including elaborated personal response, description of events that are detailed and engaging, information that is organized chronologically with clear signals to the reader about time, place and personal response and has the purpose of the recount an experience revealing the writer’s perspective.

Y6 Expectations – The independent write will demonstrate a well-constructed text that answers the reader’s questions, an understanding of the impact and the reader’s response and information that is prioritized according to importance and a frame of response set up for the reply.

1. Recap the features of a recount
2. Decide on the most appropriate format – experiences, police report, diary, sports report
3. Deliberate use of active versus passive voice for the writer’s heightened engagement
4. Use modifiers to intensify or qualify
5. Present a recount that closely matches the described event.
6. Edit and correct mistakes

Y5 Expectations – The independent write will demonstrate sequence of plot that may be disrupted for effect e.g. flashback, includes an opening and resolution to shape the story, include structural features of narrative, include paragraphs that are varied in length and structure and includes pronouns used to hide the doer of the action

Y6 Expectations - The independent write will demonstrate a story that is well constructed and raises intrigue, includes dialogue to move the action on or heighten empathy for central character and is deliberately ambiguous until later in the text

WALT

1. Identify the features of a story
2. Punctuate direct speech
3. Include figurative language
4. Use ambiguous language to add intrigue
5. Plan a narrative into sequenced plot points
6. Write a narrative that includes features of the story
7. Edit and correct errors

