

BECKINGHAM PRIMARY SCHOOL

WRITING LONG TERM PLAN

ENSURING EVERY CHILD SUCCEEDS AND
THRIVES, BECOMING A LIFE-LONG LEARNER
PREPARED FOR THE WORLD OF TOMORROW

2022



Introduction

At Beckingham Primary School we aim to help children to develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Mastery over language empowers children to think, communicate creatively and imaginatively as well as allowing them engagement with the world at large.

Aims

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

The aim of our policy for English is to:

- raise the level of educational achievement of all children and provide consistency of approach by all staff
- strive for every child to reach high standards in English
- enable all children to be successful and to make progress
- maximise opportunities for children to realise their full potential
- ensure that teachers maintain high expectations of all children
- provide children with a learning environment where English is at the heart of all learning
- enable children to apply their English skills to understand their community, help them feel valued within it and help them make a positive contribution towards it
- provide staff with the clear methodology of the teaching of English

Ultimately, to offer an environment and experiences which allow for happiness, success and learning for life.

English is a core subject in the National Curriculum and has a special place in the curriculum, as all learning takes place through the use of language. It is during a child's primary education that the foundations of all aspects of English, both spoken and written, are laid. In the literate society in which we live, an ability to communicate effectively, both orally and in written word, and to read a wide range of different types of text is essential if children are to achieve their full potential throughout their school days and into their adult life. Our school views the acquisition of language and literacy skills to be of the utmost importance and therefore the teaching of all aspects of English will be given a high priority.

INTENTION

At Beckingham Primary School, it is our intention that all children, by the end of Y6, are able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Possess an interest in words and their meanings – developing a growing vocabulary in spoken and written forms
- Have a suitable technical vocabulary to articulate their responses.
- Develop a love of books and read for enjoyment.
- Be able to talk with and listen to their peers and adults, with concentration, in a variety of situations with different audiences.
- To explain and present ideas, reason and argue and express opinions and feelings.
- To have developed a clear and legible joined handwriting style.
- To have an interest in words and their meanings, using this effectively to spell correctly.
- Understand a range of text types and genres — be able to write in a variety of styles and forms appropriate to the situation.
- To be able to write in an interesting and imaginative way in order to engage the interest of the reader.
- To have developed a love of writing and an understanding of the importance of being able to write accurately.

IMPLEMENTATION

Teaching and Learning

Successful learning in English should come from knowledge and well planned teaching, which is a balance of instructing and encouraging the pupils' own contributions. This is demonstrated by a range of teaching strategies used by the teacher, including:

- Demonstration
- Modelling
- Scaffolding
- Explanation
- Targeted questioning
- Initiating and guiding explanation
- Discussing and challenging ideas generated by children
- Developing critical and reflective responses to texts

Within English, teachers plan for whole class, group, paired and individual work.

Shared reading and writing provide the opportunities for children to work together as a class unit, developing ideas, building on their knowledge and understanding and allowing the teacher to question and challenge them further.

Writing and reading lessons may allow the class teacher or teaching assistant to work closely with a small group, using clearly planned objectives, often differentiated within the class.

There are children of differing ability in all classes at Beckingham Primary School. Through the use of differentiation and challenges in English lessons, children have the opportunity to take control of their own learning, within a guided and supported environment. Children are able to challenge themselves and extend their understanding by choosing a more demanding task, or if they need consolidation they have the opportunity to choose a colour challenge that allows for this. We use teaching assistants to support children, and to enable all children within a class to make good progress. Furthermore, the use assessment for learning during lessons and post-teaching marking (see marking policy), enables teachers to support and intervene as necessary.

Pupils have the opportunity to experience a wide range of texts and use a range of resources to support their work. Children use ICT in English lessons where it enhances their learning. Activities such as reading books from the library service, making use of online dictionaries and thesauruses and accessing educational websites are used to support learning. We encourage children to use and apply their learning in other areas of the curriculum.

Spelling

In both KS1 and KS2 children have a weekly spelling test. During and following on from the Phonics Shed programme (see separate policy), it is important that the children are taught a range of strategies to enable them to tackle the spelling of unfamiliar words.

We always encourage the children to attempt to spell words they are not sure of, to enable them to practise the strategies they have been taught.

To become independent spellers the children should:

- Have a store of words they can spell automatically.
- Be able to segment/sound words out.
- Know the common letter patterns, so that they know when a word looks 'right' (become a visual speller).
- Be able to divide words into syllables.
- Make links between the meaning of words and their spelling.
- Work out spelling rules for themselves.
- Use word banks and dictionaries
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We encourage our children to develop a visual memory to enable them to visualise words.

To help in this process we use Spelling Shed to engage pupils in learning their spellings on a weekly basis.

To develop spelling across school, teachers use the 'Twinkl Planit' progression document, located on the school's planning file, and upload/set their spellings on a weekly basis for the children to access both in and out of school. Pupils will learn the spellings from their own year group and any additional support to a child's spelling needs will be met through personalised in-class support and intervention.

Early Years Foundation stage

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities
- use communication, language and Literacy in every part of the curriculum
- listen to and read a range of texts
- become immersed in an environment rich in print and possibilities for communication
- take part in regular phonics lessons

Provision for English within the Foundation Stage is in line with the framework for the Early Years Foundation Stage (EYFS). The Early Learning Goals underpin the curriculum and set out what is expected of most children by the end of the Foundation Stage. All seven areas of learning within the EYFS are equally weighted and English falls within Communication and Language and also Literacy. Speaking and listening skills are vitally important as they underpin all learning at this early stage.

The adults in the Foundation Stage support children to build upon the language skills which they bring from home. The environment is carefully planned to encourage children to talk and communicate in a variety of situations and contexts both indoors and outdoors. We give all children the opportunity to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words to support their play and learning.

Emergent writing is encouraged through role-play and children are encouraged to write in role. The local environment provides purposes for writing, such as shopping lists, signs, instructions, and recounts. In F2 Literacy is taught every day. A text is shared each day, linked to the topic, and children work with adult support on reading and writing activities up to twice per week. Children are also encouraged to write during child initiated play and this is recorded in Literacy books.

Curriculum Planning

Weekly planning is populated using the agreed Beckingham Primary School format and is informed using the 2014 National Curriculum objectives and Beckingham Primary School Writing Assessment Grids/Teacher Assessment Framework. All of these documents are located on the shared drive. Weekly plans and weekly resources are to be saved in the planning file on the shared drive on the first day of the teacher's working week.

Teachers ensure that, where possible, there are clear links between English and other areas of the Curriculum. Much of the English planning is text (visual or text) lead. Grammar, punctuation and spelling is planned for in line with the Year group objectives. Often it is driven through the GPS that is required for the text type that is being taught are contextualised as part of the unit.

Occasionally, GPS objectives are taught in stand-alone lessons, where the GPS does not directly link to the text type being taught.

Units of writing usually include the following elements:

- **Front Sheet stuck in** – The sheet chapterises the unit and outlines the expected coverage
- **WAGGOL Unpick** – As a class you identify and highlight the features of the genre to understand the expectation
- **'Cold Write'** – a 'have a go' lesson to form assessments and set targets
- **Gathering Content:** Contextualised Grammar and punctuation lessons
- Grammar Bursts are often taught at the start of an English lesson to revise and consolidate prior learning, which is relevant to the genre being studied (KS2)
- **Planning** – deciding on a key language focus, adopting a model text and deciding how it can be innovated. Testing the model – boxing up, analysing and planning a toolkit
- **Drafting**– Have a creative 'hook', warm up by embedding words and phrases, internalizing a model text (text map), deepen understanding of the text. Read as a reader (vocabulary and comprehension) and read as a writer (boxing up, analyzing features and co-constructing a toolkit). Create a new plan – map, box-up and talk the text. Shared writing – feedback and improvement
- **Editing/Publish** – Pupils write independently - Redraft and edit
- **Final Assessment** – Teacher and self-assessment

Bottom 20% of learners

In order to support those children who benefit from additional support with their learning, an expectation of scaffolds and differentiated task cards will need to be used to support their workings to ensure that they are able to access the same curriculum context as their peers, at a more accessible level. Structure strips, task cards and opportunities for closed tasks, gradually increasing in degrees of difficulty are expected to ensure this.

Extended writing (Independent Application / 'Hot Write')

Extended writing opportunities take place within each unit of work (usually every two - three weeks). The writing opportunities vary in time and length depending upon the age and stage of the children. In their English books/separate file, all children have a TAF or Writing Assessment Grid that contains writing objectives relevant to their current year group. In addition to this, children co-construct a 'Writing Toolkit' or 'Success Criteria', as part of their English lesson, which outlines the expectations for that specific piece of Independent Writing. This will be used as a form of self and teacher assessment upon completion of the writing. The text type, audience, purpose and outcome is explicitly shared with the children and continuously referred back to throughout the unit.

IMPACT

Assessment and Recording

Assessment in Foundation Stage

Regular assessments of children's learning are made and this information is used to ensure that future planning reflects identified needs. Assessments are used to ensure that we support and extend children in their learning, identifying areas in which we can support children by setting challenging but achievable targets.

Within the first six weeks of starting school, children are assessed using the STA Reception Baseline Assessment materials and this data is submitted nationally. In addition, children are assessed against the ages and stages of development and all children are assessed again in February in line with the school assessment timetable. In the summer term assessments are made against the Early Learning Goals and submitted nationally. This summative assessment is shared with the Year 1 class teacher and with parents.

Assessment and recording and documenting children's learning takes many forms and gives a rounded picture of children's progress and achievements within the Foundation Stage. Children are assessed formally and informally during child initiated and adult directed activities, and observations, sometimes supported with photographs video clips of spontaneous and significant moments are recorded on EAZMAG. Children's written work, both adult supported and independent, is collated in their literacy books. Parents are encouraged to share their child's books, celebrate their achievements and support them in their targets.

Parents receive a formal report at the end of their child's time in F2 and this reflects their child's progress and attainment

Formative assessment

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning. This formative assessment is based upon the 2014 National curriculum objectives for Writing and the Beckingham Writing Assessment Documentation. Formative assessments are made on a daily basis within class, judged against oral responses made by the children, writing responses and work produced in lessons.

Summative assessment

Formal summative assessments are carried out twice a year. Teachers in Y1 carry out a phonics assessment and complete a phonics tracker on EAZMAG to assess progress made and inform next year's teacher of attainment. In Key Stage 1, Independent writing tasks are marked and assessed using the National curriculum, Teacher Assessment Framework and Writing Checklists (kept at the back of individual writing books).

In KS1 & KS2 the children undertake 3 assessments periods throughout the year. Children partake in a series of maths papers, an assessed write (completed in the separate assessed write books), SPaG and Reading paper. EAZMAG is used to record all summative assessment from each Autumn 2, Spring 2 and Summer 2 assessment period.

All summative assessments or reading, writing, maths and GPS are recorded on Scholarpack. Year 2 and Year 6 children take part in end of key stage assessments (SATs and teacher assessments). Throughout the year, the use of teacher assessment frameworks for Y2 and Y6 are used to make summative assessments of writing and whole school moderation activities are undertaken.

End of year attainment targets are agreed and set for each child in reading, writing and maths for the end of the year by the class teacher and team leaders in September. Each child's targets are shared with their parents at parents' evening.

Reporting to parents

All parents are informed of their child's progress and attainment in Reading and Writing through parents' evenings in the Autumn and Spring Terms. Also, due to Beckingham's open-door policy, parents are encouraged to ask about their child's progress in Reading and Writing regularly. End of year reports are written for each child, and a separate section detailing a child's progress, attainment and areas for development in Reading and Writing is completed.

In Year 2 and Year 6, parents are informed of the end of key stage results when they receive the child's end of year school report.

Target Setting and Assessment

- EAZMAG is used to record formative and summative assessments on a regular basis.
- Formative assessment is an integral part of the teacher's role and is used on a daily/weekly basis to inform future planning. It involves informally identifying children's progress against teaching objectives and targets, determining what a child has already achieved and moving them on to the next stage of learning.
- Summative assessment is carried out half-termly and is used within pupil progress meetings to monitor pupils' progress and attainment.
- Individual pupil targets are ongoing. We use both formative and summative assessments to inform the targets which children have in their books.
- Reporting procedures are in line with DfE regulations. Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

Monitoring and Evaluation

We aim to mark work consistently throughout the school and where appropriate we encourage the children to self-correct during the redrafting process. Success criteria are used by pupils and teachers to move learning forward. A whole school marking policy can be found on the school server. This differs slightly according to the age of the children.

Writing and English is evaluated using the following criteria:

- The literary environment through the working wall – e.g. word banks, spellings interactive displays including the display of shared writing, group investigations, class charts of spelling strategies and grammar terminology
- Year 2 & 6 TAF and whole school TAF documentation
- Data analysis, EAZMAG, phonics tracker
- Work scrutiny and moderation by school staff within school and across our family of schools
- Classroom observation and feedback
- Key Stage 1 and Key Stage 2 SAT result analysis, FSP scores, phonics screen scores
- Resource/book audit by the English co-ordinators

All planned writing activities are viewed as assessment opportunities in relation to the objectives of each lesson and writing is clearly marked within the agreed guidelines (see marking policy) before the next lesson.

Planned assessment opportunities are to take place at least once a half term and to be assessed against the whole school Writing Assessment documentation (located on the shared drive).

All summative assessments of reading, writing, maths and GPS are recorded on EAZMAG. Year 2 and Year 6 children take part in end of key stage assessments (SATs and teacher assessments). Throughout the year, the use of teacher assessment frameworks for Y2 and Y6 are used to make summative assessments of writing and whole school moderation activities are undertaken. End of year attainment targets are agreed and set for each child in reading, writing and maths for the end of the year by the class teacher and team leaders in September. Each child's targets are shared with their parents at parents' evening.

Beckingham Primary School Writing Long Term Plan

The Long Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing:

Designed to follow the phases of the writing sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus ('Take One Clip/Book'):

Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Both approaches are designed to be tailored to the needs of the children through the Beckingham Writing Teacher Assessment Framework and ongoing assessment.

Non-Fiction Modules:

The long term plans are designed to ensure whole school coverage of six non-fiction genres/text types. There is alignment with other curriculum areas e.g. where children are expected to 'explain' in science in year 1, an opportunity has been provided for the children to encounter an 'explanation' module beforehand. The modules have been chosen to allow for the embedded teaching of the grammar statements for each year group e.g. the recount module in year 3 that allows for the use of present perfect verb forms. Modules have also been designed to take account of any mention of specific text types in the English Reading Comprehension and Writing Composition Programmes of Study e.g. the curriculum places emphasis on 'fairy stories' and 'traditional tales' from years 1 to 4 and this is reflected in the narrative module titles. Where possible, titles also reflect terminology of the [National Curriculum](#) e.g. 'predictable phrasing' in year 1.

Fiction modules:

As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

Poetry:

Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (Take one Poet – where children can become familiar with a poet appropriate for their year group).

Opportunities for performance and recital should occur regularly throughout the year.

The 'suggested written outcomes' have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar.

English Modules – KS1 Odd Year

Term 1		Term 2		Term 3		
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
Non-fiction	Labels, lists and captions 1 week	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks	Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe.	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.
Poetry	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Take One Poet – poetry appreciation (1 week)
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart

‘Take One Book/Clip’
(1 or 2 weeks)

One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term

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English Modules – KS1 Even Year

	Term 1		Term 2		Term 3				
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		Stories with recurring literary language (4 weeks – or 2 + 2 weeks)		Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)				
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g. how the zebra got his stripes.				
Non-fiction	Explanations 2 week	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks	Instructions 2 weeks	Explanations 2 weeks			
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re- telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Following a practical experience, write up the instructions for a simple recipe	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Poetry	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Structure – calligrams (2 weeks - or 1+1weeks)		Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart			

English Modules – LKS2 Odd Year

	Term 1		Term 2		Term 3		
Narrative	Traditional Tales – Fables (2 weeks – or 2 + 2 weeks)	Writing and performing a Play (2 weeks)	‘Take One Book/Clip’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales – fairy tales (alternative versions) (3 weeks)		Adventure stories (5 weeks)	
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story		Write a traditional tale from a key characters perspective.		Write an adventure story, focusing on plot.	
Non-fiction	Recount 2 weeks	Instructions - giving directions 2 weeks		Explanations 2 weeks	Report 3 weeks	Persuasion - persuasive letter writing 3 weeks	
Suggested final written outcome	Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	‘Take One Book/Clip’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Poetry	Vocabulary building (2 weeks)	Structure – limericks (1 week)		Vocabulary building (1 week)	Structure – haiku, tanka and kennings (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart

English Modules – LKS2 Even Year

English Modules – LKS2 Even Year										
	Term 1			Term 2			Term 3			
Narrative	Traditional Tales - Myths (quests) (4 weeks)		'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Writing and performing a play (2 weeks)	Story settings (3 weeks)	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	A story/stories with a theme (4 weeks)		'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.			Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.			
Non- fiction	Report 4 weeks			Persuasion 3 weeks			Discussion 2 weeks	Explanation 2 weeks		
Suggested final written outcome	Write own report independently based on notes gathered from several sources			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style		
Poetry	Vocabulary building (2 weeks)	Structure – riddles (1 week)		Vocabulary building (1 week)	Structure– narrative poetry (2 weeks)		Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)		
Suggested outcome	Read, write and perform free verse	Read and write riddles		Read, write and perform free verse	Recite some narrative poetry by heart Read and respond		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart		

English Modules – UKS2 Odd Year

		Term 1		Term 2		Term 3			
Narrative	Fiction from our literary heritage (4 weeks)		'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Suspense and mystery (4 weeks)		
Suggested final written outcome	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique			Develop skills of building up atmosphere in writing e.g. passages building up tension		
Non-fiction	Recount 2 weeks	Explanation 2 weeks		Persuasion 3 weeks	Instructions 1 weeks		Report 2 weeks	Discussion 2 weeks	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.		Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	
Poetry	Vocabulary building (2 weeks)	Structure – cinquain (1 week)	Vocabulary building (1 week)	Structure – spoken word poetry/rap (2 weeks)	Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)			
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.	Read, write and perform free verse	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart			

English Modules – UKS2 Even Year

English Modules – UKS2 Even Year										
	Term 1			Term 2			Term 3			
Narrative	Traditional Tales - legends (3 weeks)			Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Fiction Genres (4 weeks)		Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes , linked with fiction/no n-fiction modules already covered during the term
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique			A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)		
Non-fiction	Explanation 2 weeks	Recounts 2 weeks	Report 2 weeks		Persuasion 3 weeks	Discussion 2 weeks		Recounts 2 weeks	Debating skills 2 weeks	
Suggested final written outcome	Links to <u>science PoS</u> 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.		Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints		Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views	
Poetry	Vocabulary building (1 week)			Vocabulary building (1 week)	Narrative Poem (2 week)	Take one poet - Poetry appreciation (2 weeks)				
Suggested outcome	Read, write and perform free verse			Read, write and perform free verse	Recite some narrative poetry by heart Read and respond Read and respond	Research a particular poet. Personal responses to poetry Recite familiar poems by heart				

Writing

Writing			
	Nursery	R1 September to January	R2 February to July
Progression milestones	<ul style="list-style-type: none"> • Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam. • Can distinguish between the different marks they make. • Draws wavy lines across the page that look like lines of text from a book. • Is beginning to make some letter-like forms. Makes marks on their pictures to represent their name. 	<ul style="list-style-type: none"> • Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. • Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. • May try different kinds of writing, e.g. writing a list or a greeting card. • May start to draw pictures and label them using letters or letter-like marks. 	<ul style="list-style-type: none"> • Enjoys writing for a variety of purposes. • May write their name. • Holds pencil correctly and is beginning to form letters accurately. • Knows the sounds letters make and is beginning to spell words based on how they sound. • Labels pictures with a few words and later on begins to write simple sentences with correct grammar.
	Handwriting		

<p style="text-align: center;">Learning Experiences</p>	<ul style="list-style-type: none"> Sing lots of action rhymes, encouraging children to join in the actions with whole body movements. Encourage children to take part in activities that develop gross motor skills. 	<ul style="list-style-type: none"> Dance 'The Letter Dance': Arrange children so one adult is at the front and another is at the back. Provide children with a piece of pool noodle or a juggling scarf. Using some bouncy music, the adult at the front makes shapes for children to copy. The adult at the back checks on progress and helps children if needed. Ensure c, l and r shapes are practised. 	<ul style="list-style-type: none"> Make a 'question of the day' board. Write a simple question for children to answer as they come into school, e.g. 'What did you have for breakfast today?'.
<p style="text-align: center;">Continuous Provision</p>	<ul style="list-style-type: none"> Encourage children to take part in activities that involve lying on the floor, e.g. children lie on their backs to draw on paper that is stuck on the underside of tables. Provide lots of opportunities for free writing, construction toys, small world activities and sponges to squeeze in the water area. 	<ul style="list-style-type: none"> Set up a 'play dough gym': children dance to music while squeezing and making shapes with dough. Provide large rolls of paper for children to draw roads in the construction area. Set up a hoop target. Children scrunch up paper into a ball and throw it through the hoop. 	<ul style="list-style-type: none"> Wet the sand in the sand tray and encourage children to write letters in it. Provide labels, envelopes, strips of paper and paper on clipboards to encourage children to write during role play.
<p style="text-align: center;">Outdoor Environment</p>	<ul style="list-style-type: none"> Provide brushes and water for children to paint walls. Encourage climbing and crawling through tunnels. Provide lots of sit-and-ride vehicles and scooter boards for children to pull themselves along. 	<ul style="list-style-type: none"> Ask children to go on a scavenger hunt in the outdoor area. Give them a small basket and a peg. They have to pick up the objects with the peg to put them in the basket. 	<ul style="list-style-type: none"> Turn a section of the outdoor area into a writing den. Fill it with paper, pens, pencils, bulldog clips, paper clips, notebooks and folders.

Purposeful pedagogy	<ul style="list-style-type: none"> Ensure children take part in play that involves whole body movements. Play games that develop core and shoulder strength. 	<ul style="list-style-type: none"> Observe children carefully to see where their markmaking movements are initiated. They will usually start with a shoulder pivot; children have a relatively stiff wrist and straight elbow, and movement comes from the shoulder. This develops into an elbow pivot whereby movement of the shoulder lessens and the elbow starts to do more of the work. This then develops into a wrist pivot where the movement comes from the wrist, producing a more defined and small scale movement. They then move into the finger pivot. 	<ul style="list-style-type: none"> Create a message board. (This could be an area of the classroom painted with blackboard paint.) Leave messages for children and encourage them to reply or send messages to each other. Ensure children see you writing during the day. Point out that you are writing a 'to do' list, a shopping list, a note to remind yourself to ..., etc.).
Learning Conversations	<ul style="list-style-type: none"> Ask children if they can make movements bigger to encourage whole body movements. 	<ul style="list-style-type: none"> Ask children to tell you about their mark-making. Encourage them to show you big movements and small movements. 	<ul style="list-style-type: none"> Talk to children about their writing. Ask them why and what are they writing.

	Sentence writing and sharing with others		
Learning Experiences	<ul style="list-style-type: none"> Provide lots of opportunities for children to listen to stories and talk about them. The ability to listen and comprehend are key skills in the development of writing. 	<ul style="list-style-type: none"> Read <i>The Jolly Postman</i> by Allan and Janet Ahlberg. Explain to children that you are going to create a street of houses and deliver letters to each house. 	<ul style="list-style-type: none"> Read <i>Diary of a Wombat</i> by Jackie French and encourage children to write a diary entry over the weekend. They should not include too much detail, just a couple of words or a sentence, and a drawing if they would like to. Parents may help with the writing.

Continuous Provision	<ul style="list-style-type: none"> Provide writing opportunities in the different areas of your classroom. Model to children things they might write about. Encourage children to make signs, lists, labels, etc. Provide a variety of writing implements. 	<ul style="list-style-type: none"> Provide large strips of paper to create roads and encourage children to build houses along the street for small world characters to live in. Ask them to devise a number system. Encourage children to think about who they might write to, e.g. a character, builder or gardener, and think about where to deliver the letters. 	<ul style="list-style-type: none"> Provide materials for children to make and decorate the diary that they then take home to write in. Encourage children to share their diary entries with a friend.
Outdoor Environment	<ul style="list-style-type: none"> Take children on vocabulary walks: look at what you can see in the local area and introduce new vocabulary, e.g. 'Look at the beautiful, stunning oak tree.' Write a list of the new vocabulary. Tell children to try to use the words during the day. Celebrate when they do. 	<ul style="list-style-type: none"> Set up numbered boxes around the outdoor area. Explain to children that they are going to work for Royal Mail to deliver some letters. Use lots of different words for walking, e.g. trudging, strolling, marching. Invent scenarios for children to act, such as: 'Your sack is heavy so you trudge along the street.' 	<ul style="list-style-type: none"> Place some fairy doors in the outdoor area. Encourage children to wonder about who might live there. Sprinkle some fairy dust near the door and leave a letter for children from the fairies. Encourage children to write back.
Purposeful pedagogy	<ul style="list-style-type: none"> Writing is hard. Ensure children have the prerequisite skills to succeed. Trying to write with poor shoulder stability and poor grip, and trying to remember letter shapes means that children do not have the available working memory to think about what they are going to write; they are too focused on the how. Work on the foundational skills and don't push children into writing too early. Share the importance of pre-writing skills with parents. 	<ul style="list-style-type: none"> Provide a variety of writing materials. Try to encourage children to write as part of their activities. If they are playing in the construction area, they might want to label different materials; in the role-play area, they might want to write a shopping list or a prescription. Play with children to encourage writing, rather than taking them away from what they are doing. Writing needs to be for their purpose, not yours. Be mindful of their next steps in writing and encourage them. What matters is that they write, not what they write. 	<ul style="list-style-type: none"> Emphasise quality over quantity. Talk to children about what makes a good sentence (a complete thought). Write sentences during the day with children about activities you are doing. Model how to make a sentence interesting. Demonstrate making decisions about which are the best words to use to make a golden sentence. Use a large whiteboard and tweak sentences with children's contributions. Once you are happy with the sentence, create a celebration (e.g. a drum roll or a fist pump). Use these opportunities to increase children's vocabulary.

Learning Conversations

- Say to children 'I'd love to hear more about ...' and repeat their sentences back to them, adding in some exciting vocabulary. For example, a child may say, 'This is my dog. It's talking.', to which you could reply, 'This is my extraordinary dog. It can talk.' Then go on to say, 'It would be very unusual, or extraordinary, if dogs could really talk. Can you think of anything else that would be extraordinary?'
- Ask children who they might like to leave a note for. Encourage this by leaving notes for children yourself.
- Ask questions such as 'Which word do you think would be the best?', 'Why do you like that word?' and 'Which is your favourite word?'



Beckingham Primary School Writing Assessment Framework & Medium Term Planning Documentation

Year 1 – Year 6 2021-22

Standard	Expectation to be on track for ARE in Y1, 3, 4 and 5
Autumn ARE	40% of blue statements (aim for end of Autumn for ARE children)
Autumn GDS	50% of blue statements
Spring ARE	60% of blue statements (aim for end of Spring for ARE children)
Spring GDS	75% of blue statements
Summer ARE	100% of blue statements (aim for end of Summer for ARE children)
Summer GDS	100% of blue statements and 75% of black statements

Stage One

Blue = National curriculum objectives

Vocabulary, grammar and punctuation.	
1	Independently written simple sentences.
2	Beginning to use compound sentences
3	Word and clauses are joined using and
4	Spaces left between words
5	Sentences sometimes demarcated with capital letters AND full stops.
6	Sentence boundaries sometimes demarcated with an exclamation or question mark.
7	Capital letters used for names of people, places, days of week and personal pronoun I.
Organisation of text and use of paragraphs.	
8	Sentences within simple texts are sequenced.
9	A simple opening and/ or ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)
10	Some ideas/events linked by connecting vocabulary, <i>e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).</i>
Handwriting	
11	Lower case letters are formed correctly
12	Capital letters and digits are formed correctly
Writing Composition	
13	Some appropriate (mostly simple) word choice helps to convey information and ideas, <i>e.g. story or topic related vocabulary (the policeman wore a helmet and a badge); simple description (the giant has red hair).</i>
14	Some awareness of purpose with basic ideas and content usually linked to the task, <i>e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions.</i>
Spelling	
15	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.
16	Apply taught Y1 spelling rules to spell many words correctly.
17	Spelling many Y1 common exception words correctly.
18	Spell the days of the week correctly (ensuring capitalisation).
19	Name the letters of the alphabet in order.
20	Use letter names to distinguish between alternative spellings of the same phoneme.
21	Adding Y1 suffixes to spell some words correctly in their writing

Stage Two		
Working towards the expected standard		
The pupil can, after discussions with the teacher:		
1	Write sentences that are sequenced to form a short narrative (real or fictional)	
2	Demarcate some sentences with capital letters and full stops	
3	Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonically-plausible attempts at others,	
4	Spell some common exception words*	
5	Form lower-case letters in the correct direction, starting and finishing in the right place	
6	Form lower-case letters of the correct size relative to one another in some of their writing	
7	Use spacing between words.	
Working at the expected standard		
The pupil can, after discussions with the teacher:		
8	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
9	Write about real events, recording these simply and clearly	
10	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	
11	Use present and past tense mostly correctly and consistently	
12	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
13	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
14	Spell many common exception words*	
15	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
16	use spacing between words that reflects the size of the letters.	
Working at Greater Depth		
The pupil can, after discussions with the teacher:		
17	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
18	Make simple additions, revisions and proof-reading corrections to their own writing	
19	Use the punctuation taught at key stage 1 mostly correctly^	
20	Spell most common exception words*	
21	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	
22	Use the diagonal and horizontal strokes needed to join some letters.	

	Stage 3 Blue = National Curriculum	
Transcription - Handwriting		
1	Letters are consistent in size and proportion with both letters and words evenly spaced	
2	*Letters are joined using diagonal and horizontal strokes only where appropriate	
3	*Writing is showing increasing legibility and fluency.	
Composition		
4	Some detail / description of events or ideas expanded through vocabulary (simple adverbs, adjectives) or explanation. Some vocabulary selected for effect or appropriateness to task.	
5	*Some awareness of purpose through selection of relevant content and an attempt to interest the reader.	
6	* Features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions.	
7	* Viewpoint (opinion, attitude, position) is expressed, but may not be maintained.	
Vocabulary, Punctuation and Grammar		
8	*A variety of sentence types are used appropriately.	
9	Using sentences with more than one clause, which are mostly grammatically accurate., e.g. <i>correct subject / verb agreement; security of tense and person; correct use of subordination</i>	
10	*.Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].	
11	*Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!)	
12	*Meaning clarified through the use of exclamation marks, e.g. <i>Jack took off his heavy coat because it was so warm!</i>	
13	*Apostrophes used to denote singular possession.	
14	*Inverted commas/speech marks used to punctuate direct speech.	
15	*Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.	
16	*Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)	
17	*Expanded noun phrases add relevant and meaningful detail.	
Organisation of text and the use of paragraphs		
18	* Ideas and events are sequenced using adverbs of time or manner or place.	
19	*A simple opening and ending (<i>Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...</i>)	
20	*Simple adverbials / pronouns may link sentences, sections or paragraphs (<i>when we got there, after that</i>).	
21	*Some linking of ideas / events – flow may be disjointed or abrupt	
22	*Simple text structure with an attempt to organise related ideas into paragraphs.	
23	*Headings and sub-headings aid presentation where appropriate.	
Spelling		
24	*Apply taught Y3/4 spelling rules to spell some of these words correctly.	
25	* Spelling most common Y2 exception words correctly.	
26	*Spelling some Y3/4 common exception words correctly	
27	*Spell many common homophones correctly	
28	*Spell most words with contracted forms correctly.	
29	*Place the possessive apostrophe accurately in many words with regular and irregular plurals.	
30	*Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	
31	*Adding taught prefixes and suffixes (Y3/4) to words and spelling many of them correctly	

	Stage 4 Blue = National Curriculum	
Transcription - Handwriting		
1	Letters are consistent in size and proportion with both letters and words evenly spaced	
2	Letters are joined using diagonal and horizontal strokes only where appropriate	
3	Writing is showing increasing legibility and fluency	
Composition		
4	Ideas and events developed through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis	
5	Some use of stylistic features support purpose, e.g. formal / informal vocabulary; appropriate use of similes	
6	Writing is clear in purpose and incorporates relevant content to inform / engage the reader	
7	Features of text type / genre are appropriate to the task , e.g. choice of tense / verb form; layout; formality	
8	Viewpoint is expressed and maintained throughout text	
Organisation of text and the use of paragraphs		
9	Organisation through sequencing or logical transition, <i>e.g. simple chronological stages; ideas grouped by related points; subheadings</i>	
10	An appropriate opening and closing, which may be linked	
11	Fronted adverbials contribute to linking of text	
12	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
13	Paragraphs are used to organise ideas around a theme	
Vocabulary, punctuation and Grammar		
14	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech	
15	A wider range of conjunctions used throughout and across texts to join sentences with more than one clause	
16	Commas used after fronted adverbials	
17	*Apostrophes used to denote both singular and plural possession	
18	*Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	
19	*Tense choice appropriate and consistent with verb forms varied grammatically accurate in terms of Standard English.	
20	*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	
21	*Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc. (shades of meaning)	
22	*Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (e.g. over use of adjectives)	
23	*Apply taught Y3/4 spelling rules to spell most of these words correctly	
24	*Spelling most Y3/4 common exception words correctly	
25	*Spell most common homophones correctly	
26	*Continue to spell most words with contracted forms correctly	
27	* Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals	
28	*Use the first 2 or 3 letters in a word to check its spelling in a dictionary	
29	*Adding taught prefixes and suffixes (Y3/4) to words and spelling most of them correctly	

	Stage 5 Blue = National Curriculum	
	Transcription - Handwriting	
1	Writing is legible and fluent	
	Composition	
2	Varied stylistic features may support both purpose and effect, e.g. alliteration, metaphors, puns, emotive phrases	
3	Vocabulary predominantly appropriate to text type and genre. Precise word choice may create impact and augment meaning	
4	Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader	
5	Features of selected form are established and maintained throughout the text	
6	Viewpoint is established. Contrasting attitudes / opinions may be presented. Some use of expert comment may be used to suggest credibility (rabbits are popular pets because they can live outdoors in all weather)	
7	Content is balanced, e.g. between action and dialogue; fact and comment	
	Organisation of Text and Use of Paragraphs	
8	Sequencing of paragraphs and / or sections contributes to overall effectiveness of text	
9	Devices are used to build cohesion within a paragraph [for example, then, after that, this, firstly]	
10	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	
11	Information / events developed in depth within some paragraphs and / or sections	
	Vocabulary, Punctuation and Grammar	
12	Includes complex sentences using relative clauses	
13	Use of who, which, where, when, whose to introduce a relative clause	
14	Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)	
15	Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)	
16	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes	
17	Commas used within sentences to clarify meaning or avoid ambiguity	
18	Brackets, dashes or commas used to indicate parenthesis	
19	A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord...we could catch a later train, but will we arrive on time?)	
20	Adverbs used to indicate degrees of possibility [for example, perhaps, surely]	
21	Modifiers are used to qualify, intensify or emphasise (exceptional result, insignificant amount)	
	Spelling	
22	Apply taught Y5/6 spelling rules to spell some of these words correctly	
23	Spelling some Y5/6 common exception words correctly	
24	Continue to spell most common homophones correctly	
25	Continue to spell most words with contracted forms correctly	
26	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals	
27	Spell some words with silent letters	
28	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary	
29	Begin to use dictionaries to check the spelling and meaning of words	
30	Begin to use a thesaurus	
31	Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly	

