



Totley Primary School

Writing Content and Progression



The main objectives are not limited to use only within the TOOLKIT lessons. These can be used as the Retrieve, Revisit and Rehearse section of the lesson.

Vocabulary sessions will be used to generate a wide range of vocabulary for each Learning Journey. The vocabulary will link to topic lessons and will be specific to the text that they are writing. This will be displayed on the working wall..

| Year 1 | | | |
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| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
| <i>Form lower case letters correctly</i> | <i>Name and use lower case and capital letters</i> | <i>Follow the vocabulary used in the scheme</i> | <i>Handwriting lessons from scheme</i> |
| <i>Form capital letters</i> | | | |
| Capital letters for proper nouns and 'I' | WALT use capital letters for proper nouns | What is a noun? What is a proper noun? | Recount People, places, days of the week, etc. |
| | WALT edit to include capital letters | | EDIT |
| Question marks and exclamation marks | WALT identify and use a question WALT identify and use exclamation sentences | What is a sentence? What is a verb? | Fairy tales Riddles |
| | WALT edit to include question marks where needed WALT edit to include exclamation marks where needed WALT edit punctuation | | EDIT lessons |
| Combining words to make a sentence | WALT understand what makes a sentence | Noun Verb | Story – describing characters or simple setting |



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| Finger spaces Capital letters and full stops | WALT use correct punctuation to create a sentence | | Recount Poetry Information text |
| Use an adjective to describe a noun | WALT identify and use adjectives (for example, P/A sorting adjectives from nouns/verbs) | What is an adjective? Parts of a sentence – Noun, adjective, verb Able to identify a noun to describe it | |
| | WALT edit a sentence to include an adjective | | EDIT |
| Understand word classes (N,V,A) | WALT identify and use adjectives (as above) WALT identify and use verbs WALT identify and use nouns | That these word classes form a sentence. | Identification tasks (early in the year) Throughout teaching of sentences Poetry |
| Sequencing sentences in chronological order to recount an event or experience Sequencing sentences to form short narratives | WALT orally rehearse writing WALT sequence sentences to make sense WALT link our ideas using conjunctions WALT write sentences in chronological order WALT group ideas | Conjunctions Chronological order | IMMERSE WALT write a story WALT write a recount Poetry Information text |
| | WALT edit to include conjunctions | | EDIT |
| Joining words and sentences using and | WALT add information to sentences using 'and' WALT add information to sentences using 'because' | What 'and' means What a conjunction is | Recount Story Information text Poetry |



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| | WALT link our sentences using different conjunctions | | |
| Re-read sentences to ensure they make sense | WALT re-read our sentences to make sure they make sense | What is a sentence? Noun and verb | Any |
| Use suffixes | WALT use suffixes to form past tense words | | Recounts Stories |
| | WALT edit to make our writing past tense throughout | | EDIT |
| <p>Notes</p> <p>Plan writing – oral rehearsal This would be seen throughout the learning journey, especially within Immerse, and before Launch Point, PiP and Edit lessons. It would also be seen as embedded for the children to use this before writing any sentence within any lesson.</p> <p>Finger spaces This would be seen within the teaching of the objective ‘Combining words to make a sentence’. It would also be taught as part of ‘Edit’ lessons as well as in-lesson editing.</p> <p>Draft This is your PiP – Edit and Check come after this.</p> <p>Re-read to check it makes sense This will be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their sentences as part of their ‘Acquire’ and ‘Apply’ lessons.</p> <p>Re aloud and discuss what they have written This would come as part of the ‘Edit’ lesson. It would also be seen throughout the ‘Toolkit’ as children will self and peer-assess. This will also be modelled by the teacher.</p> <p>Spellings Plural noun suffixes, suffixes and prefixes will be taught within the phonics scheme. -s or -es for plurals. Un- as a prefix -ing, -ed, -er and -est as suffixes where the root word doesn’t change. These will be reiterated and consolidated within the teaching of English. These will be a focus during the ‘Edit’ stage.</p> | | | |
| Discrete objectives – these will become RRRs | | | |
| Use un- as a prefix | | WALT use un- as a prefix | |



Retrieve, Revisit and Rehearse

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| Capital letters for proper nouns and 'I' | WALT add capital letters for proper nouns WALT add capital letters for the beginning of sentences |
| Identifying nouns | WALT identify nouns in a sentence |
| Identifying verbs | WALT identify verbs in a sentence |
| Question marks and exclamation marks | WALT identify where question marks are needed WALT identify where exclamation marks are needed |
| Identifying adjectives | WALT identify adjectives in a sentence |
| Identifying conjunctions | WALT identify conjunctions in a sentence |
| Link sentences using a conjunction | WALT identify where a conjunction is needed |



Year 2

| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
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| <p><i>Form lower case letters correctly, using correct diagonal and horizontal stokes</i></p> <p><i>Form capital letters</i></p> | <p><i>Name and use lower case and capital letters</i></p> | <p><i>Follow the vocabulary used in the scheme</i></p> | <p><i>Handwriting lessons from scheme</i></p> |
| <p>Subordination (when, if, that, or because) and coordination (or, and, so, or but)</p> | <p>WALT understand what a clause is</p> <p>WALT link ideas using coordinating conjunctions</p> <p>WALT link ideas using appropriate coordinating conjunctions</p> <p>WALT link ideas using a range of coordinating conjunctions</p> <p>WALT link ideas using subordinating conjunctions</p> <p>WALT link ideas using appropriate subordinating conjunctions</p> <p>WALT link ideas using a range of subordinating conjunctions</p> <p>WALT edit to extend sentences using subordinate and coordinate clauses</p> <p>WALT edit to use an appropriate conjunction</p> | <p>Conjunctions</p> <p>Subordinating conjunction</p> <p>Coordinating conjunction</p> <p>What a sentence is</p> <p>Subordinate clause</p> <p>Main clause</p> | <p>Story</p> <p>Recount</p> <p>Non-chronological report</p> <p>EDIT</p> |
| <p>Describing characters and settings</p> <p>Expanded noun phrases for description</p> | <p>WALT identify and use expanded noun phrases</p> <p>WALT add detail to our writing using expanded noun phrases</p> | <p>What is a noun?</p> <p>What is an adjective?</p> <p>Senses</p> | <p>Descriptive writing</p> <p>Story – describing characters and settings</p> <p>Poetry</p> |



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| <i>Describing settings using senses</i> | WALT describe characters WALT describe settings | | |
| Sentences to indicate function (statement, question, command and exclamation) | WALT identify and use a question sentences WALT identify and use exclamation sentences WALT identify and use commands sentences WALT identify and use exclamation sentences WALT to use _____ sentence within our writing | Imperative verbs Punctuation – what do the marks look like? | Instructional writing Re-writing fairy tales Riddles |
| Correct and consistent use of present tense and past tense Simple and progressive | WALT identify and use the past tense appropriately WALT identify and use the present tense appropriately WALT understand how the present and progressive verb forms differ | What does past tense mean? What does present tense mean? Simple verb forms Progressive verb forms | Recount Story |
| | WALT edit to use verb forms correctly | | EDIT Throughout |
| Use capital letters, full stops, question marks and exclamation marks to demarcate sentences | WALT edit to include correct punctuation | What the punctuation marks look like | EDIT Throughout |
| Use commas to separate items in a list | WALT use commas to separate items in a list | What a list is What a comma looks like | Non-chronological report Recount Poetry |
| Use apostrophes for omission | WALT use apostrophes for contractions | What an apostrophe looks like Contractions | Initially taught, and then EDIT |
| Identify and use adjectives and verbs | WALT identify adjectives within a sentence WALT identify verbs within a sentence | | RRR |



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| Identify and use adverbs to describe manner, time and place | WALT identify and use adverbs to describe the manner WALT identify and use adverbs to describe time WALT identify and use adverbs to describe place WALT use a range of adverbs | That an adverb describes the how/when/where the noun is doing the verb HOW, WHEN or WHERE is the subject doing the verb? Suffixes - ly | Story writing Diary Recount Poetry |
| | WALT edit to include a range of adverbs | | EDIT |
| Vocabulary | WALT to generate vocabulary to use within our writing WALT edit to improve vocabulary using synonyms WALT extend our use of vocabulary | Synonyms | RRR Vocabulary lessons EDIT |

Notes

Children will write for a range of purposes. They will write a range of narratives about personal experiences, write poetry and write about real and fictional events.

Plan writing – oral rehearsal/consider what they are going to write

This would be seen throughout the learning journey, especially within **Immerse**, and before **Launch Point** and **PiP** lessons. It would also be seen as embedded for the children to use this before any writing within any lesson.

Draft

This is your PiP – Edit and Check come after this.

Evaluating writing and make additions, revisions and corrections

Addition and revisions will be made during 'EDIT'. These skills will be explicitly taught. Corrections will be made during 'CHECK'. Children will be taught how to check through their writing by proof reading for spelling, grammar and punctuation.

These skills will also be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their work as part of their 'TOOLKIT'.

Read aloud and discuss what they have written

This would come as part of the 'EDIT' and 'CHECK' lessons. It will also be seen throughout the 'TOOLKIT' as children will self and peer-assess. This will also be modelled by the teacher.



Spellings

Spell by segmenting words into phonemes and representing these by graphemes, spelling many of these correctly and making phonetically plausible attempts at others. Spellings will be reiterated and consolidated within the teaching of English. These will be a focus during the 'Edit' stage.

Greater depth

Add suffixes to spell most words correctly (-ment, -ness, -ful, -less, -ly)

Positive attitudes and stamina

Positive attitudes will be developed throughout English learning. The school's behaviours for learning will be expected every lesson, and praised. Lessons will be engaging to ensure that children develop a love of writing.

It will be expected that children produce an extended piece of writing in line with the school's policy.

Adjectives and verbs

Teachers will use this vocabulary and encourage children to identify these during the majority of lessons.

Greater depth – children will spend sufficient time editing work in 'TOOLKIT' lessons, and within the 'EDIT' stage.

Retrieve, Revisit and Rehearse

| | |
|--|--|
| Capital letters for proper nouns and 'I' | WALT add capital letters for proper nouns WALT add capital letters for the beginning of sentences |
| Identifying nouns | WALT identify nouns in a sentence |
| Identifying verbs | WALT identify verbs in a sentence |
| Identifying adverbs | WALT identify adverbs in a sentence |
| Identifying adjectives | WALT identify adjectives in a sentence |
| Question marks and exclamation marks | WALT identify where question marks are needed WALT identify where exclamation marks are needed |
| Identify where apostrophes are needed | WALT use apostrophes for contractions |
| Add commas to separate items in a list | WALT use commas in a list |
| Link sentences using a conjunction | WALT identify where a conjunction is needed |





Year 3

| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
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| <p><i>Form upper and lower case letters correctly, using correct diagonal and horizontal stokes, deciding when to join letters</i></p> <p><i>Increase the legibility, consistency and quality of their handwriting by following the Martin Harvey Scheme</i></p> | <p><i>Name and use lower case and capital letters</i></p> | <p><i>Follow the vocabulary used in the scheme</i></p> | <p><i>Handwriting lessons from scheme</i></p> |
| <p>Express time, place and cause using conjunctions (e.g. when, and, but, so, before, after, while and because.)</p> <p><i>This is when subordinate clauses come at the end of sentences. Commas to mark clauses are not introduced here initially.</i></p> <p><i>A range of conjunctions are introduced.</i></p> | <p>WALT recognise and use compound sentences</p> <p>WALT recognise and use complex sentences</p> <p>WALT use a range of conjunctions to extend our sentences</p> | <p>Clause (subject, verb and object)</p> <p>What a conjunction is</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Subordinate clause</p> <p>Main clause</p> | <p>Recount</p> <p>Diary writing</p> <p>Non-chronological report</p> <p>Story</p> <p>Biography</p> |
| | <p>WALT edit to extend sentences using conjunctions</p> <p>WALT edit to link clauses using conjunctions</p> | | <p>EDIT</p> |



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| <p>Use adverbials (words and phrases) to describe time, manner, place and reason</p> <p><i>These will include the introduction of adverbials as an umbrella term. This will include words and phrases, but not clauses yet. Children need to understand that an 'adverb' is a type of 'adverbial'.</i></p> <p><i>These are not introduced as fronted adverbials.</i></p> | <p>WALT identify and use adverbials (words and phrases)</p> <p>WALT use a range of adverbials to describe TRaMP</p> <p>WALT add detail to my sentences using adverbials</p> | <p>What a phrase is</p> <p>Adverbials (being words and phrases)</p> <p>Suffixes (-ly for manner)</p> <p>Prepositional phrases being adverbials</p> | <p>Story</p> <p>Recounts</p> <p>Poetry</p> <p>Biography</p> |
| | <p>WALT edit my work to include adverbials to describe TRaMP</p> | | <p>EDIT</p> |
| <p>Use prepositions (e.g. before, after, during, and in) and prepositional phrases (e.g. on top of and after that)</p> <p><i>These are introduced as a type of adverbial. Children should know that there are prepositional words and phrases. Children need to understand that a prepositional is describing where or when; therefore, it is an 'adverbial'.</i></p> <p><i>These are added within the sentence and not introduced as fronted adverbials yet.</i></p> | <p>WALT identify and use prepositions and prepositional phrases</p> <p>WALT add detail to our sentences using prepositions and prepositional phrases</p> | <p>What a phrase is</p> <p>Prepositions (words)</p> <p>Prepositional phrase</p> <p>Prepositions of time</p> <p>Prepositions of place</p> | <p>Story writing</p> <p>Non-chronological report</p> <p>Poetry</p> |
| <p>Describe characters and settings</p> <p><i>Describing settings using senses</i></p> <p><i>Introducing similes</i></p> | <p>WALT describe characters</p> <p>WALT describe settings</p> | <p>Expanded noun phrases</p> <p>Prepositional phrases</p> <p>Similes</p> | <p>Story writing</p> <p>Adventure stories</p> <p>Stories from other cultures</p> <p>Historical narratives</p> |



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| | | | Myths and legends Poetry |
| Use paragraphs to group related material <i>Children need to use // to edit to include paragraphs</i> | WALT group and structure ideas WALT write an introduction WALT write a summary/conclusion | | All writing News reports Instructions Non-chronological reports Explanation texts Biography |
| | WALT edit to include paragraphs to show a change of time or place | | EDIT |
| Use headings and subheadings <i>Children should understand the purpose of these to aid the reader.</i> | WALT use organisational devices to structure our writing | | Non-chronological reports Explanation texts Biography |
| Use inverted commas to indicate direct speech when the speech starts the sentence <i>Punctuation of speech including inverted commas, punctuation within the speech marks and capital letter to begin speech. Children should be taught to continue the sentence with a reporting clause and this does not need a capital letter ("Help!" shouted Adam.)</i> | WALT punctuate direct speech accurately | Inverted commas Reporting clause Present tense within speech | Story writing |
| Use subordinate fronted sentences | WALT use subordinate clauses at the beginning of sentences | Subordinate clauses Subordinating conjunctions Marking clauses | Story writing Non-chronological report |



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| <p><i>Children are taught that the subordinate clause can be moved to the beginning of the sentence. A comma is then needed to mark the clauses.</i></p> | | Subject, verb and object | Explanation texts |
| | WALT edit to use subordinate fronted sentences | | EDIT |
| Vocabulary | <p>WALT to generate vocabulary to use within our writing</p> <p>WALT edit to improve vocabulary using synonyms</p> <p>WALT extend our use of vocabulary</p> | Synonyms | <p>RRR</p> <p>Vocabulary lessons</p> <p>EDIT</p> |
| Discrete objectives – these will become RRRs | | | |
| <p>Use the present perfect verb forms</p> <p><i>Tom has baked a cake. This is present perfect.</i></p> <p><i>Tom baked a cake. This is past simple.</i></p> | | WALT identify and use present perfect verb forms | |
| <p>Plural possession</p> <p><i>The boys' toilets are flooded.</i></p> | | WALT use apostrophes to show plural possession | |
| Retrieve, Revisit and Rehearse | | | |
| Use apostrophes to indicate singular possession | | WALT use apostrophes to show possession | |
| Use apostrophes for omission | | WALT use apostrophes to show omission | |
| <p>Identify word classes (verb, adverb, adjective and noun)</p> <p><i>This needs to be within the context of a sentence</i></p> | | WALT identify word classes | |
| Commas in a list | | WALT use commas in a list | |
| Functions of a sentence | | WALT identify functions of a sentence | |



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| <i>Exclamations, questions, statements and commands</i> | |
| Verb forms <i>Recap on present vs past</i> <i>Recap on present progressive vs present simple</i> <i>Past progressive vs past simple</i> | WALT identify varied verb forms |
| Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | WALT accurately write a sentence which has been dictated by the teacher |
| Use expanded noun phrases to add detail | WALT use expanded noun phrases |
| Identify the subject, verb and object | WALT identify the subject, verb and object in a sentence |
| Understand the difference between a phrase and a clause | WALT differentiate between a phrase and a clause |
| Identify main and subordinate clauses | WALT differentiate between main and subordinate clauses |
| <p>Notes</p> <p>Children will write for a range of purposes. They will write a range of narratives about personal experiences, write poetry and write about real and fictional events.</p> <p>Plan writing – oral rehearsal/consider what they are going to write This would be seen throughout the learning journey, especially within Immerse, and before Launch Point and PiP lessons. It would also be seen as embedded for the children to use this before any writing within any lesson.</p> <p>Draft This is your PiP – Edit and Check come after this.</p> <p>Evaluating writing and make additions, revisions and corrections Addition and revisions will be made during ‘EDIT’. These skills will be explicitly taught. Corrections will be made during ‘CHECK’. Children will be taught how to check through their writing by proof reading for spelling, grammar and punctuation. These skills will also be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their work as part of their ‘TOOLKIT’.</p> <p>Read aloud and discuss what they have written This would come as part of the ‘EDIT’ and ‘CHECK’ lessons. It will also be seen throughout the ‘TOOLKIT’ as children will self and peer-assess. This will also be modelled by the teacher.</p> | |



Spellings

Spell further homophones.

Spell words that are often misspelt.

Use the first 2 or 3 letters of a word to check its meaning in a dictionary.

Use further prefixes and suffixes and understand how to add them.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Positive attitudes and stamina

Positive attitudes will be developed throughout English learning. The school's behaviours for learning will be expected every lesson and praised. Lessons will be engaging to ensure that children develop a love of writing.

It will be expected that children produce an extended piece of writing in line with the school's policy.

Adjectives, verbs, nouns, adverbs, prepositions and determiners

Teachers will use this vocabulary and encourage children to identify these during the majority of lessons.

Greater depth – children will spend sufficient time editing work in 'TOOLKIT' lessons, and within the 'EDIT' stage.



Year 4

| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
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| <p><i>Form upper and lower case letters correctly, using correct diagonal and horizontal stokes, deciding when to join letters</i></p> <p><i>Increase the legibility, consistency and quality of their handwriting by following the Martin Harvey Scheme</i></p> | <p><i>Name and use lower case and capital letters</i></p> | <p><i>Follow the vocabulary used in the scheme</i></p> | <p><i>Handwriting lessons from scheme</i></p> |
| <p>Use a range of conjunctions (e.g. when, and, but, so, before, after, while and because.)</p> <p><i>Build on the conjunctions mentioned above, introducing a range of subordinating and coordinating conjunctions.</i></p> <p><i>Children are reminded that the subordinate clause can be moved to the beginning of the sentence. A comma is then needed to mark the clauses.</i></p> <p><i>A range of conjunctions are introduced. Children will be using subordinate fronted sentences as part of their range of sentence structures.</i></p> | <p>WALT use a range of compound sentences</p> <p>WALT use a range of complex sentences</p> <p>WALT use a range of conjunctions to extend our sentences</p> <p>WALT vary the position of clauses in our sentences</p> | <p>Subject, verb, object</p> <p>What a clause is</p> <p>Main clause</p> <p>Subordinate clause</p> <p>Subordinating conjunction</p> <p>Coordinating conjunction</p> | <p>Any</p> |
| | <p>WALT edit to include a range of sentence structures</p> | | <p>EDIT</p> |
| <p>Use prepositions (e.g. before, after, during, and in) and prepositional phrases (e.g. on top of and after that)</p> <p><i>These are taught as a type of adverbial. Children should know that there are prepositional words and phrases. Children</i></p> | <p>WALT use prepositional phrases</p> | <p>Difference between a phrase and a clause</p> <p>Adverbials</p> <p>That an adverbial describes where</p> | <p>Story writing</p> <p>Recount</p> <p>Historical narratives</p> <p>Myths and legends</p> <p>Adventure stories</p> |



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| <p><i>need to understand that a prepositional is describing where or when; therefore, it is an 'adverbial'.</i></p> | | | <p>Stories from other cultures</p> |
| <p>Use fronted adverbials (words and phrases) to describe time, manner, place and reason <i>This needs to build on the Y3 'adverbial' objective.</i> <i>Children need to understand that an 'adverb' is a type of 'adverbial'.</i> <i>Children are taught to use a comma following a fronted adverbial.</i></p> | <p>WALT use a range of fronted adverbials</p> | <p>TRaMP Adverbials include words and phrases What a comma looks like</p> | <p>Story Diary News report Historical narratives Myths and legends Non-chronological report Instructional writing Poetry Biography Adventure stories Stories from other cultures</p> |
| | <p>WALT edit to include a range of fronted adverbials</p> | | |
| <p>Describe characters and settings <i>Describing settings using senses</i> <i>Introducing metaphors and personification</i></p> | <p>WALT describe characters WALT describe settings</p> | <p>Expanded noun phrases Prepositional phrases Similes Metaphors</p> | <p>Story Descriptive narratives Poetry Historical narratives Myths and legends Adventure stories Stories from other cultures</p> |
| <p>Use paragraphs to group related material <i>Children need to use // to edit to include paragraphs</i></p> | <p>WALT edit to include paragraphs to show a change of time or place</p> | | <p>EDIT Poetry</p> |
| <p>Structure writing appropriately</p> | <p>WALT write an introduction</p> | <p>The purpose of an introduction The purpose of a summary/conclusion</p> | <p>Instructional writing News reports</p> |



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| <p>Children should understand that the introduction briefly informs the readers of WWWWW</p> | <p>WALT write a summary/conclusion</p> | | <p>Non-chronological reports Explanation texts Letter writing Biography</p> |
| <p>Use topic sentences to introduce paragraphs</p> | <p>WALT use topic sentence to introduce paragraphs</p> | | <p>Instructional writing News reports Non-chronological reports Explanation texts Letter writing Biography</p> |
| <p>Use inverted commas to indicate direct speech when the speech starts the sentence <i>Punctuation of speech including inverted commas, punctuation within the speech marks and capital letter to begin speech.</i> <i>Children should be taught to continue the sentence with a reporting clause and this does not need a capital letter ("Help!" shouted Adam.)</i> <i>Children should also be taught that following a reporting clause at the beginning of a sentence, a comma is needed before the speech (e.g. Adam shouted, "Help!")</i></p> | <p>WALT include accurately punctuated dialogue</p> <p>WALT vary the position of speech within a sentence</p> | <p>Inverted commas Reporting clause</p> | <p>Story writing Adventure stories Stories from other cultures Historical narratives Myths and legends</p> |
| <p>Use the full range of punctuation taught CLs . ? ! , "</p> | <p>WALT edit to ensure that punctuation is accurate</p> | | <p>EDIT</p> |



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| Vocabulary | WALT to generate vocabulary to use within our writing WALT edit to improve vocabulary using synonyms WALT extend our use of vocabulary | Synonyms | RRR Vocabulary lessons EDIT |
| Discrete objectives – these will become RRRs | | | |
| Identify and use different types of determiners | | WALT identify and use types of determiners | |
| Distinguish between types of nouns <i>Proper, common, abstract and collective</i> | | WALT differentiate between different types of nouns | |
| Retrieve, Revisit and Rehearse | | | |
| Use apostrophes to indicate singular possession | | WALT use apostrophes to show possession | |
| Use apostrophes for omission | | WALT use apostrophes to show omission | |
| Identify word classes (verb, adverb, adjective and noun) <i>This needs to be within the context of a sentence</i> | | WALT identify word classes | |
| Commas in a list | | WALT use commas in a list | |
| Functions of a sentence <i>Exclamations, questions, statements and commands</i> | | WALT identify functions of a sentence | |
| Plural possession | | WALT use apostrophes to show plural possession | |
| Verb forms <i>Recap on present vs past</i> <i>Recap on present progressive vs present simple</i> <i>Past progressive vs past simple</i> | | WALT identify varied verb forms | |



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|--|---|
| Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | WALT accurately write a sentence which has been dictated by the teacher |
| Use expanded noun phrases to add detail | WALT use expanded noun phrases |
| Identify the subject, verb and object | WALT identify the subject, verb and object in a sentence |
| Understand the difference between a phrase and a clause | WALT differentiate between a phrase and a clause |
| Identify main and subordinate clauses | WALT differentiate between main and subordinate clauses |

Notes

Children will write for a range of purposes. They will write a range of narratives about personal experiences, write poetry and write about real and fictional events.

Plan writing – oral rehearsal/consider what they are going to write

This would be seen throughout the learning journey, especially within **Immerse**, and before **Launch Point** and **PiP** lessons. It would also be seen as embedded for the children to use this before any writing within any lesson.

Draft

This is your PiP – Edit and Check come after this.

Evaluating writing and make additions, revisions and corrections

Addition and revisions will be made during 'EDIT'. These skills will be explicitly taught. Corrections will be made during 'CHECK'. Children will be taught how to check through their writing by proof reading for spelling, grammar and punctuation.

These skills will also be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their work as part of their 'TOOLKIT'.

Read aloud and discuss what they have written

This would come as part of the 'EDIT' and 'CHECK' lessons. It will also be seen throughout the 'TOOLKIT' as children will self and peer-assess. This will also be modelled by the teacher.

Spellings

Spell further homophones.

Spell words that are often misspelt.

Use the first 2 or 3 letters of a word to check its meaning in a dictionary.

Use further prefixes and suffixes and understand how to add them.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Positive attitudes and stamina**

Positive attitudes will be developed throughout English learning. The school's behaviours for learning will be expected every lesson and praised. Lessons will be engaging to ensure that children develop a love of writing.

It will be expected that children produce an extended piece of writing in line with the school's policy.

Adjectives, verbs, nouns, adverbs, prepositions and determiners

Teachers will use this vocabulary and encourage children to identify these during the majority of lessons.

Greater depth – children will spend sufficient time editing work in 'TOOLKIT' lessons, and within the 'EDIT' stage.



Year 5

| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
|---|---|--|---|
| <i>Form upper- and lower-case letters correctly, using correct diagonal and horizontal strokes, deciding when to join letters</i> | <i>Name and use lower case and capital letters</i> | <i>Follow the vocabulary used in the scheme</i> | <i>Handwriting lessons from scheme</i> |
| <i>Increase the legibility, consistency and quality of their handwriting by following the Martin Harvey Scheme</i> | | | |
| <p>Relative clauses beginning with who, which, where, whose, that</p> <p><i>Commas and brackets to indicate parenthesis</i></p> <p><i>Introduce non-restrictive (adjective clause) at this point</i></p> <p><i>Initially teach relative clauses to add description to the subject</i></p> <p><i>NB. The relative pronoun 'that' is not appropriate for non-restrictive relative clauses</i></p> | <p>WALT to use relative clauses to describe the subject</p> <p>WALT relative clause to add detail to a noun</p> <p>WALT use punctuation to indicate parenthesis</p> <p><u>Challenge</u> WALT use relative clauses with omitted relative pronouns</p> <p>WALT edit to include relative clauses to describe nouns</p> | <p>What a clause is</p> <p>Relative pronoun</p> <p>Parenthesis</p> <p>That the relative pronoun refers to the subject of the main clause, and so acts as the subject within this relative clause</p> <p>That a relative clause is a type of subordinate clause</p> <p>That a relative clause is punctuated with commas (introduced with non-restrictive relative clauses)</p> <p>That brackets or commas can be used to mark parenthesis</p> | <p>Story writing</p> <p><i>Writing involving the description of character</i></p> <p>Non-chronological reports</p> <p>Explanation texts</p> <p>EDIT</p> |
| <p>Cohesive devices</p> <p>Linking ideas using adverbials</p> | <p>WALT structure writing to ensure an appropriate structure</p> | | <p>Planning session</p> <p>All</p> |



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| <p><i>Structuring writing will include teaching how to write introductions and linking conclusions, using an appropriate 'order' for the text and grouping ideas appropriately</i></p> | <p>WALT use conjunctive adverbs to link sentences</p> | <p>What a conjunctive adverb it That conjunctive adverbs are NOT subordinating conjunctions; however, there are some words that function as both e.g. however and therefore</p> | <p>Formal writing Non-fiction writing Persuasive writing Discursive writing Biography</p> |
| <p><i>Deep knowledge of a range of adverbials should be taught within different contexts and as appropriate to the text. This will include adverbials to indicate time as well as prepositional phrases.</i></p> | <p>WALT to use a range of adverbials to link ideas</p> | <p>Adverbs Adverbial phrases Adverbial clauses Prepositional phrases Cohesion Cohesive</p> | <p>Story writing Non-chronological Biography Adventure stories Stories from other cultures Historical narratives Myths and legends</p> |
| <p><i>Conjunctive adverbs need to be punctuated accurately. A semi colon can be introduced here e.g. There are many positive elements to this piece; however, there are also some matters for deliberation.</i></p> <p><i>Structuring paragraphs might include a success criteria of including topic sentences, using PEE, including linking sentences, and writing concise introductions and linking summaries.</i></p> | <p>WALT structure paragraphs appropriately</p> | <p>Paragraphs show a change in time or place The use of PEE to structure paragraphs Chronological order Logical order</p> | <p>Formal writing Non-fiction writing Non-chronological reports Explanation texts Persuasive writing Discursive writing</p> |
| | <p>WALT edit to ensure that our work is cohesive</p> | | <p>EDIT</p> |
| <p>Describing settings, characters and atmosphere</p> | <p>WALT use language to create atmosphere WALT describe characters WALT describe the settings</p> | <p>Figurative language Personification Metaphors Similes Emotive language Expanded noun phrases Relative clauses</p> | <p>Descriptive narratives Story writing Recounts Diary writing Poetry Historical narratives Myths and legends</p> |



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| | WALT use emotive language to portray character | | Adventure stories Stories from other cultures |
| Use expanded noun phrases for precision <i>To use expanded noun phrases concisely and where appropriate to provide information about the noun. Examples of this could be grand, exquisite building OR the house in the distance.</i> | WALT use expanded noun phrases for precision | What a phrase is That phrases can take varied forms | Non-chronological reports Explanation texts Story writing Poetry |
| Use varied sentence structures | WALT use a range of sentence structures WALT write sentences with more than two clauses | Compound sentences Complex sentences Subordinate fronted sentences Subordinate clauses Main clauses How to use commas to mark clauses Relative clauses Multi-clause sentences | Any <i>Use skilfully to manipulate pace in story writing/descriptive narratives</i> |
| Use passive voice | WALT use the passive voice | Subject, verb and object Difference between active and passive The meaning of passive | Formal writing Letter writing News reports Recounts |
| Use the full range of punctuation taught CLs . ? ! , () "" | WALT edit to ensure that punctuation is accurate | Parenthesis Marking clauses with commas Relative clauses Inverted commas | EDIT Poetry |
| Integrate dialogue | WALT accurately punctuate speech | Reporting clause Inverted commas | Story writing Adventure stories Stories from other cultures |
| | WALT vary the positive of speech in a sentence | Reported speech | |



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| | <p>WALT integrate dialogue to advance the action</p> <p>WALT use reported speech</p> | | <p>Historical narratives Myths and legends</p> <p>News reports (witnesses) Reported speech – diary writing, recounts and news reports</p> |
| Vocabulary | <p>WALT to generate vocabulary to use within our writing</p> <p>WALT edit to improve vocabulary using synonyms</p> <p>WALT extend our use of vocabulary</p> | Synonyms | <p>RRR Vocabulary lessons EDIT</p> |
| Discrete objectives – these will become RRRs | | | |
| Modal verbs | WALT use modal verbs appropriately | | |
| Adverbials for probability | WALT use adverbials to indicate probability | | |
| Definite and indefinite article | WALT identify and use the definite and indefinite article appropriately | | |
| Hyphens to avoid ambiguity | WALT use hyphens to avoid ambiguity | | |
| Punctuate bullet points | WALT punctuate bullet points consistently | | |
| Retrieve and Rehearse | | | |
| Use apostrophes to indicate singular possession | WALT use apostrophes to show possession | | |
| Use apostrophes to indicate plural possession | WALT use apostrophes to show plural possession | | |



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| Use apostrophes for omission | WALT use apostrophes to show omission |
| Identify word classes (verbs, pronouns, conjunctions, prepositions, determiners, adverbs, adjectives and nouns) <i>This needs to be within the context of a sentence</i> | WALT identify word classes |
| Distinguish between types of nouns <i>Proper, common, abstract and collective</i> | WALT differentiate between different types of nouns |
| Commas in a list | WALT use commas in a list |
| Functions of a sentence <i>Exclamations, questions, statements and commands</i> | WALT identify functions of a sentence |
| Verb forms <i>Recap on converting present to past and vice versa</i> <i>Recap on present progressive vs present simple and past progressive vs past simple.</i> <i>Recap on past perfect and present perfect</i> | WALT identify varied verb forms |
| Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | WALT accurately write a sentence which has been dictated by the teacher |
| Identify the subject, verb and object | WALT identify the subject, verb and object in a sentence |
| Understand the difference between a phrase and a clause | WALT differentiate between a phrase and a clause |
| Identify main and subordinate clauses | WALT differentiate between main and subordinate clauses |
| Use of commas to avoid ambiguity | WALT identify where commas are needed to avoid ambiguity |
| <p>Notes Children will write for a range of purposes. They will write a range of narratives about personal experiences, write poetry and write about real and fictional events. Plan writing – oral rehearsal/consider what they are going to write This would be seen throughout the learning journey, especially within Immerse, and before Launch Point and PiP lessons. It would also be seen as embedded for the children to use this before any writing within any lesson. Draft</p> | |



This is your PiP – Edit and Check come after this.

Evaluating writing and make additions, revisions and corrections

Addition and revisions will be made during 'EDIT'. These skills will be explicitly taught. Corrections will be made during 'CHECK'. Children will be taught how to check through their writing by proof reading for spelling, grammar and punctuation.

These skills will also be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their work as part of their 'TOOLKIT'.

Read aloud and discuss what they have written

This would come as part of the 'EDIT' and 'CHECK' lessons. It will also be seen throughout the 'TOOLKIT' as children will self and peer-assess. This will also be modelled by the teacher.

Spellings

To teach the range of spellings stipulated in the National Curriculum and retrieve and rehearse.

Positive attitudes and stamina

Positive attitudes will be developed throughout English learning. The school's behaviours for learning will be expected every lesson and praised. Lessons will be engaging to ensure that children develop a love of writing.

It will be expected that children produce an extended piece of writing in line with the school's policy.

Adjectives, nouns, adverbs, prepositions and verbs

Teachers will use this vocabulary and encourage children to identify these during the majority of lessons.

Greater depth – children will spend sufficient time editing work in 'TOOLKIT' lessons, and within the 'EDIT' stage. A Greater Depth focus for year 5 is for children to skilfully use language to portray atmosphere, and to be able to adapt formality for the text types.



Year 6

| Objective | WALT | Knowledge/terminology required | Appropriate journey/context |
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| <p><i>Form upper- and lower-case letters correctly, using correct diagonal and horizontal strokes, deciding when to join letters</i></p> <p><i>Increase the legibility, consistency and quality of their handwriting by following the Martin Harvey Scheme</i></p> | | <p><i>Follow the vocabulary used in the scheme</i></p> | <p><i>Handwriting lessons from scheme</i></p> |
| <p>Relative clauses beginning with who, which, where, whose, that</p> <p><i>Relative clauses can be used to describe subject or object.</i></p> <p><i>Teach commas, brackets and dashes to indicate parenthesis</i></p> <p><i>Teach restrictive and non-restrictive relative clauses and discuss the use of punctuation for additional information</i></p> <p><i>Teach the use of brackets to add information which omits the relative pronoun</i></p> <p><i>NB. The relative pronoun ‘that’ is not appropriate for non-restrictive relative clauses</i></p> | <p>WALT relative clauses precisely to add detail to a noun</p> <p>WALT use punctuation to indicate parenthesis</p> <p>WALT use relative clauses with omitted relative pronouns</p> <p>WALT edit to add description using relative clauses</p> | <p>What a clause is</p> <p>Relative pronoun</p> <p>Parenthesis</p> <p>That the relative pronoun refers to the subject of the main clause, and so acts as the subject within this relative clause</p> <p>That a relative clause is a type of subordinate clause</p> <p>That a non-restrictive relative clause is punctuated with commas</p> <p>That brackets, dashes or commas can be used to mark parenthesis</p> | <p>Descriptive narratives</p> <p>Story writing</p> <p>Non-chronological reports</p> <p>Explanation texts</p> <p>Biography</p> <p>Adventure stories</p> <p>Stories from other cultures</p> <p>Historical narratives</p> <p>Myths and legends</p> <p>EDIT</p> |
| <p>Cohesive devices</p> <p>Linking ideas using adverbials</p> | <p>WALT use conjunctive adverbs to link sentences</p> | <p>What a conjunctive adverb is</p> <p>That conjunctive adverbs are NOT subordinating conjunctions; however,</p> | <p>Formal writing</p> <p>Letter writing</p> <p>Recounts</p> |



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| <p><i>Deep knowledge of a range of adverbials should be taught within different contexts and as appropriate to the text. This will include adverbials to indicate time as well as prepositional phrases.</i></p> <p><i>Conjunctive adverbs need to be punctuated accurately. A semi colon can be introduced here e.g. There are many positive elements to this piece; however, there are also some matters for deliberation.</i></p> <p><u>Challenge</u> <i>Cohesive devices could include foreshadowing and use of alternative nouns in descriptive writing</i></p> | | <p>there are some words that function as both e.g. however and therefore. The varied functions of conjunctive adverbs e.g. cause and effect, additional points, contrasting ideas</p> | <p>Non-chronological reports (formal) Explanation texts to show cause and effect Persuasive writing Discursive writing Biography</p> |
| | WALT to use a range of adverbials to aid cohesion | <p>TRaMP Adverbial word, phrases and clauses Cohesion</p> | |
| | WALT extend sentences using conjunctive adverbs | <p>Teach to extend sentences by using conjunctive adverbs following semi colons.</p> | |
| | WALT use a range of cohesive devices | <p>PEEL paragraphs Introduction with linking conclusion Use of pronouns Topic sentences Conjunctive adverbs Subordinate clauses</p> | |
| | WALT edit to ensure that our work is cohesive | <p>Select a SC as appropriate for the text type</p> | <p>EDIT</p> |



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| <p>Describing settings, characters and atmosphere</p> <p><i>Language and vocabulary is of high importance here.</i></p> | <p>WALT use language to create atmosphere</p> <p>WALT portray character through the use of speech</p> <p>WALT use emotive language to portray character</p> | <p>Figurative language</p> <p>Similes, metaphors and personification</p> <p>Importance of vocabulary to be used precisely</p> | <p>Narratives</p> <p>Characters and settings can be skilfully described in the full range of narrative writing (i.e. recounts and news reports)</p> <p>Poetry</p> <p>Myths and legends</p> <p>Historical narratives</p> <p>Adventure stories</p> <p>Stories from other cultures</p> |
| | <p>WALT edit precisely</p> <p>use vocabulary to describe....</p> | <p>Use vocabulary walls for knowledge of a range of vocabulary</p> | <p>EDIT</p> |
| <p>Use expanded noun phrases for precision</p> <p><i>To use expanded noun phrases concisely and where appropriate to provide information about the noun. Examples of this could be grand, exquisite building OR the house in the distance.</i></p> | <p>WALT use expanded noun phrases for precision</p> | <p>Precision</p> <p>The effect of expanded noun phrases</p> <p>Range of expanded noun phrases</p> | <p>Non-chronological reports</p> <p>Explanation texts</p> <p>Narratives</p> <p>Poetry</p> <p>Adventure stories</p> <p>Stories from other cultures</p> <p>Historical narratives</p> <p>Myths and legends</p> |
| <p>Use varied sentence structures</p> <p><i>The range will have been taught, but the focus here is on the skilled use of them</i></p> | <p>WALT use a wide range of sentence structures</p> | <p>Compound sentences</p> <p>Complex sentences</p> <p>Multi-clause sentences</p> <p>Narrative pace</p> | <p>Descriptive narratives</p> <p>Story writing</p> <p>All writing</p> |



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| | WALT write a range sentences with more than two clauses WALT manipulate pace through the use of sentence structures | | |
| Selecting the appropriate grammatical structures <i>Use passive voice</i> <i>Modal verbs</i> <i>Subjunctive form</i> <i>Levels of formality</i> | WALT use the passive voice WALT use techniques in order to write using an appropriate level of formality <i>The SC for this might include modal verbs, non-contracted forms, the passive voice and the subjunctive form</i> | Active and passive Subject, verb and object Subjunctive verb forms How levels of formality vary | Formal writing Letter writing Recounts Non-chronological reports (formal) Explanation texts Historical narratives Myths and legends |
| Use semi-colons to mark two main clauses | WALT use semi-colons to mark two main clauses | What a clause is That semi-colons can be used in place of a coordinating conjunction when appropriate | Any |
| Use colons <i>To mark two main clauses</i> <i>To introduce a list</i> | WALT use colons to introduce a list | What a clause is Use of commas in a list | Any Narratives Non-chronological reports |



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| | WALT use colons to mark two main clauses | That colons are used to indicate that the following clause will explain why, how or what | Any |
| Integrate dialogue | <p>WALT accurately punctuate speech</p> <p>WALT integrate dialogue to advance the action</p> <p>WALT vary the position of speech in a sentence</p> <p>WALT manipulate levels of formality through the use of speech</p> <p>WALT use reported speech</p> | <p>The rules for punctuating speech</p> <p>Reporting clauses</p> <p>That levels of formality vary</p> <p>That speech can portray characters</p> | <p>Story writing</p> <p>Adventure stories</p> <p>Stories from other cultures</p> <p>Historical narratives</p> <p>Myths and legends</p> <p>Newspaper reports</p> <p>Dialogue within a narrative – this links to portraying characters</p> <p>Newspaper reports</p> <p>Recounts</p> <p>Diary entries</p> |
| Use the full range of punctuation taught CLs . ? ! , () "" -- ; : | WALT edit to ensure that punctuation is accurate | <p>Parenthesis</p> <p>Main clauses/independent clauses</p> | <p>EDIT</p> <p>Poetry</p> |
| Vocabulary | WALT to generate vocabulary to use within our writing | <p>Synonyms</p> <p>PRECISE use of vocabulary</p> <p>A wide range used</p> | <p>RRR</p> <p>Vocabulary lessons</p> <p>EDIT</p> |



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| | WALT edit to improve vocabulary using synonyms WALT extend our use of vocabulary | | |
| Discrete objectives – these will become RRRs | | | |
| Restrictive and non-restrictive relative clauses | | WALT explain why commas are required in some relative clauses and not others | |
| Hyphens to avoid ambiguity | | WALT use hyphens to avoid ambiguity | |
| Punctuate bullet points | | WALT punctuate bullet points consistently | |
| Subjunctive form | | WALT use the subjunctive form | |
| Retrieve and Rehearse | | | |
| Use apostrophes to indicate singular or plural possession | | WALT use apostrophes to show possession | |
| Use apostrophes for omission | | WALT use apostrophes to show omission | |
| Identify word classes (verbs, pronouns, conjunctions, prepositions, determiners, adverbs, adjectives and nouns) <i>This needs to be within the context of a sentence</i> | | WALT identify word classes | |
| Pronouns | | WALT select appropriate pronouns | |
| Distinguish between types of nouns <i>Proper, common, abstract and collective</i> | | WALT differentiate between different types of nouns | |
| Commas in a list | | WALT use commas in a list | |
| Functions of a sentence <i>Exclamations, questions, statements and commands</i> | | WALT identify functions of a sentence | |
| Verb forms <i>Recap on converting present to past and vice versa</i> | | WALT identify varied verb forms | |



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| Recap on present progressive vs present simple and past progressive vs past simple. Recap on past perfect and present perfect | |
| Identify the subject, verb and object | WALT identify the subject, verb and object in a sentence |
| Understand the difference between a phrase and a clause | WALT differentiate between a phrase and a clause |
| Identify main and subordinate clauses | WALT differentiate between main and subordinate clauses |
| Use of commas to avoid ambiguity <i>Including restrictive and non-restrictive relative clauses</i> | WALT identify and explain where commas are needed to avoid ambiguity |
| Modal verbs and adverbials for probability | WALT use modal verbs and adverbials to indicate probability |
| Identify a range of determiners | WALT identify and use a range of determiners |
| Definite and indefinite article | WALT identify and use the definite and indefinite article appropriately |
| Hyphens to avoid ambiguity | WALT use hyphens to avoid ambiguity |
| <p>Notes</p> <p>Children will write for a range of purposes. They will write a range of narratives about personal experiences, write poetry and write about real and fictional events.</p> <p>Plan writing – oral rehearsal/consider what they are going to write</p> <p>This would be seen throughout the learning journey, especially within Immerse, and before Launch Point and PiP lessons. It would also be seen as embedded for the children to use this before any writing within any lesson.</p> <p>Draft</p> <p>This is your PiP – Edit and Check come after this.</p> <p>Evaluating writing and make additions, revisions and corrections</p> <p>Addition and revisions will be made during ‘EDIT’. These skills will be explicitly taught. Corrections will be made during ‘CHECK’. Children will be taught how to check through their writing by proof reading for spelling, grammar and punctuation.</p> <p>These skills will also be seen every lesson. Teachers will model this explicitly throughout teaching. Children will re-read their work as part of their ‘TOOLKIT’.</p> <p>Read aloud and discuss what they have written</p> | |



This would come as part of the 'EDIT' and 'CHECK' lessons. It will also be seen throughout the 'TOOLKIT' as children will self and peer-assess. This will also be modelled by the teacher.

Spellings

To teach the range of spellings stipulated in the National Curriculum and retrieve and rehearse.

Positive attitudes and stamina

Positive attitudes will be developed throughout English learning. The school's behaviours for learning will be expected every lesson and praised. Lessons will be engaging to ensure that children develop a love of writing.

It will be expected that children produce an extended piece of writing in line with the school's policy.

Adjectives, nouns, adverbs, prepositions and verbs

Teachers will use this vocabulary and encourage children to identify these during the majority of lessons.

Greater depth – children will spend sufficient time editing work in 'TOOLKIT' lessons, and within the 'EDIT' stage. A large focus for Greater Depth writing is on how the levels of formality, language and register are manipulated skilfully for the text type