

The Sherwood School

English Policy



Our Mission Statement

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.



English Lead: Jennie Lindstrom Lloyd

Head teacher: Andriana Samouel

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Intent

At The Sherwood School, our aim is to provide all pupils with an engaging, motivating and inclusive English curriculum that enables them to become confident communicators, enthusiastic readers and creative writers. We have developed our curriculum to include a range of exciting and cross-curricular texts that we hope will inspire and motivate the children to enjoy reading. Through use of engaging, relevant texts and a variety of genres, we aim to provide children with purposeful and exciting writing opportunities. Children are encouraged to think and write creatively and share their opinions in many forms.

Our curriculum is underpinned by UNICEF's Convention on the Rights of the Child, which are encapsulated by these four General Principles':

1. Article 2 (non-discrimination):

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

2. Article 3 (best interests of the child):

The best interests of the child must be a top priority in all decisions and actions that affect children.

3. Article 6 (life, survival and development):

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

4. Article 12 (respect for the views of the child):

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

At The Sherwood, we intend:

- for children to develop oracy skills so that they are motivated to articulate their thoughts, feelings and ideas clearly and with confidence
- for children to become enthusiastic and motivated readers who read for pleasure;
- to develop pupils' confidence to discuss the books they have read and to enable them to acquire vocabulary and new information that encourages a love of learning;
- to develop their reading fluency and comprehension skills within whole class, group and independent activities;
- for children to become reflective writers, using a cycle of planning, discussing, drafting and editing to understand the writing process;
- to encourage children to take pride in their work and to present their learning in such a way that reflects the high standards we all know they can reach in English;
- for every child to have the right to freely express her or his views, in all matters affecting her or him, and the subsequent **right** for those views to be given due weight, according to the child's age and maturity (Article 12).

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Teaching English at the Sherwood School

Our English Policy scope

- Speaking and Listening (EYFS, KS1, KS2)
- Phonics (EYFS, KS1, KS2)
- Reading (EYFS, KS1, KS2)
- Writing (EYFS, KS1, KS2)
- Spelling and Grammar (SPaG) – (EYFS, KS1, KS2)
- Handwriting (EYFS, KS1, KS2)

English Priorities 2025-26

At The Sherwood, we strive to provide pupils with an engaging and exciting curriculum which enables all pupils to achieve the best outcomes possible. To develop our curriculum for the year 2025-26, our key priorities are:

To improve standards in oracy:

- To promote oracy and the acquisition of vocabulary to support the needs of our diverse community, with a particular focus on children with EAL and SEND.

To improve standards in reading:

- To ensure choral and echo reading strategies are embedded within guided reading.
- Improve access to and use of the library to encourage Reading for Pleasure and links with home;
- To close the gap in phonics for Year 2 pupils to prepare them for the phonics screening test.

1. To improve standards in writing:

- To ensure that our curriculum provides learning experiences in small steps;
- To increase the level of challenge for pupils to achieve the greater depth standard;
- To promote the acquisition of vocabulary for children with EAL and SEND;

SEND

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full.

As a UNICEF Rights Respecting School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their age, ability, aptitude and special educational needs and/or disabilities (SEN/D). We make reasonable adjustments to our teaching, adapting lessons to ensure every pupil, including pupils with SEND, can make good progress when learning.

The curriculum is planned to be inclusive and meet the needs and interests of all learners. Activities and resources are adapted and adult support used to ensure that children access the curriculum and make the best possible progress. All teachers are teachers of children with special education needs and disabilities. Teaching children with SEND is considered a

whole school responsibility. For further information regarding our approach to teaching and learning for pupils with SEN/D refer to the SEN/D and Inclusion policy on our school website.

Implementation

What do we teach? What does it look like?

“English helps you to learn something you didn’t know so you can be an independent learner.”

Year 3 pupil

Spoken Language:

Our aim is to ensure that children develop the skills of oracy from entry into our nursery right up to Year 6. We facilitate the development of communication skills through a number of whole school initiatives, including:

- UNICEF’s Rights Respecting School
- Philosophy for Children (P4C)
- Growth Mindset
- Our Expressive Arts curriculum
- Our extra-curricular programmes such as our Year 5 ‘Walk on the Wild Side’ transition week;
- Our leadership programme, including: RRS ambassadors, sports and house captains, Digital Leaders etc.

In P4C lessons, children are taught explicitly to apply different thinking strategies, known as the 4 C’s of P4C. These are: caring, collaborative, creative and critical. Children use these skills when listening to arguments and to prepare their own responses respectfully and with consideration for the feelings of others.

We work closely with the Speech and Language team at the Local Authority to support children with speech and language delay in the Early Years Foundation Stage, as we recognise that this is an area of need in our school.

Our curriculum is text-based and linked to foundation subjects, for example, ‘Street Child’ is part of the Year 6 ‘Victorians’ topic and ‘The Stone Age Boy’ which links to Year 3’s ‘Stone Age’ topic.

We encourage children to develop language acquisition through the use of a wide range of teaching strategies, including drama activities and reading fluency to support the development of vocabulary and vocal expression.



Writing:

At The Sherwood, all pupils have a daily English lesson (or phonics in EYFS) which is carefully planned and adapted to ensure that all children are able to access and build upon prior knowledge to make good progress in reading, writing and spoken language.

For effective teaching and learning to take place in the classroom, we will ensure that:

- Effective prior preparation and planning results in purposeful, well prepared teaching plans.
- A clear **WALT (We Are Learning to)** is shared with the children both visually and verbally.
- Ways to Succeed (**Success Criteria**) are modelled and understood by all pupils.
- Where appropriate WAGOLs are shared with the class to provide a model of the class teacher's expectations.
- Clear links to previous and future learning are made within lessons and through teacher feedback.
- Clear adapted outcomes are achieved at the end of lessons.
- Appropriate challenge for all children through effective adaptation and support.
- Effective teacher modelling supports learners using a range of resources and strategies.
- Excellent use of higher order questioning.
- Effective interaction between teacher and pupil, paired talk and collaborative learning.
- High levels of pupil engagement.
- Teaching includes strategies for children to develop metacognition and independence.
- Follow up feedback through effective, interactive marking.
- Pupils engage in editing their own work, self-evaluation and peer-evaluation.
- Celebrate success through the use of positive praise and encouragement.
- Regular high impact / low stakes quizzes and tests support pupils to develop their working memory and retention of vocabulary, spellings and grammar.

<i>Ways to Succeed</i>	<i>T</i>	<i>P</i>
<i>Purpose</i>		
<i>Audience</i>		
<i>Features</i>		
<i>Techniques</i>		
<i>Peer marked by:</i>	<i>Self-marked</i>	

In addition to this, some children will receive additional intervention in English to support them to make accelerated progress or to close the gap in learning if required. Interventions are planned by teachers and support staff and are monitored closely to ensure that progress is tracked and next steps are planned for. Lessons are planned with cross-curricular links to the year group's half-termly topic in mind. Children are also given opportunities to write in other subjects across the curriculum e.g. writing up a Science investigation or a recount in History.

Opportunities are planned by teachers for children to write in a range of styles across all subjects of the curriculum, so that writing skills taught in English lessons can be practised independently in other areas of the curriculum.

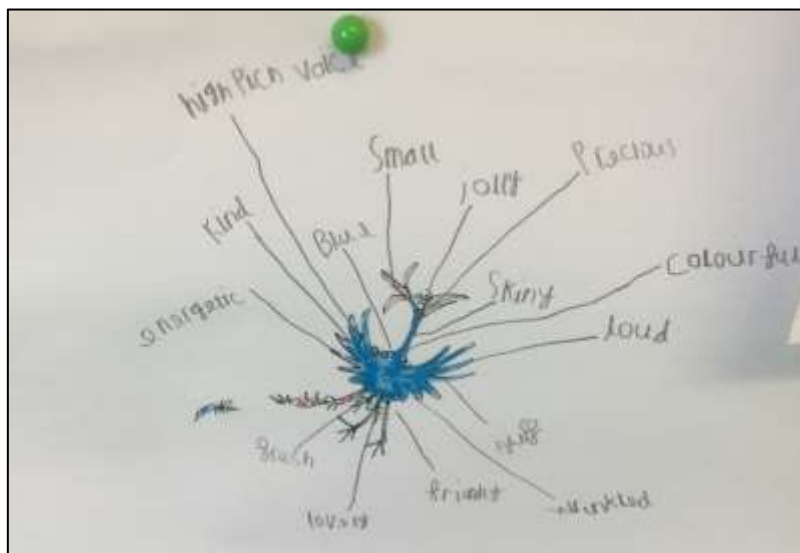
Children are taught how to structure and present their written work for a range of purposes. This is abbreviated for children as PAFT (Purpose, Audience, Features and Techniques). WAGOLLS ('What a good one looks like') are also used to support children, so that they understand what the expectations are for their writing.

- **Purpose:** the particular style with a focus on the impact on the reader, e.g. biography – to inform and entertain
- **Audience:** who the text is written for and how the intended audience impacts on the choice of vocabulary and tone.
- **Features:** the main writing elements that will be used within this style of writing, e.g. chronological order; sub-headings
- **Techniques:** specific grammar skills to be taught and included e.g. relative clause

Children are taught grammar and spelling as part of English lessons, as well as through discrete spelling, punctuation and grammar lessons when required. Yearly Essential Learning (YELs) skills are also used to ensure that the main aspects of the National Curriculum programmes are taught across the academic year.

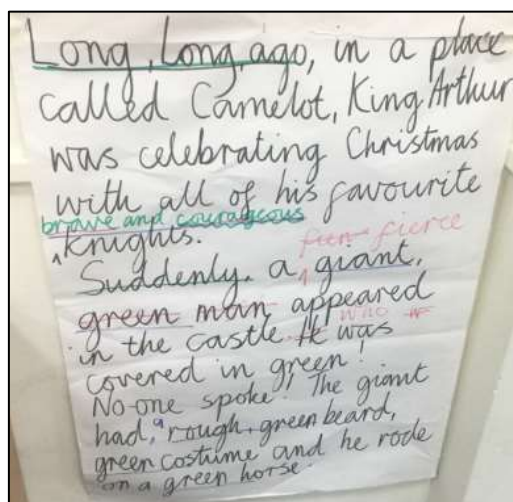
Children are provided with adapted spellings each week, using National Curriculum statutory word lists to practice spelling patterns as well as develop their use of common and technical vocabulary. Pupils are taught handwriting, using pre-cursive letter formation in EYFS and Year 1, moving onto cursive letter formation in Year 2 to ensure that they end Key Stage 2 able to use joined, legible writing at speed.

Progression in writing is planned for carefully to enable children to develop creativity and to progress in their writing skills. This can be seen on our Long Term plans for English. Oracy activities and drama, visual resources and cross-curricular themes are used to develop the children's vocabulary and imagination. Techniques such as "Talk for Writing" can be used in the EYFS or KS1 to enable children to learn a text fluently, with accompanying actions. They are then able to use the story structure to innovate the text they have learned, before writing their own version. Drama allows children to become immersed in a text. By exploring the techniques used by the author, children can apply these features and grammatical techniques to a range of genres across the curriculum.



A Year 2 descriptive language activity, supporting children to generate a wider vocabulary before writing their own Roald Dahl story.

Shared and modelled writing sessions, including the planning of extended narratives, support children to apply features and techniques using their own creative ideas. Pupils are encouraged to reflect on their own writing and that of their peers using the 'purple pen' editing approach. This also encourages a dialogue with the teacher about their work. This process enables children to 'think as a writer' and develops their independence. We value the children's writing highly and each half term children complete an independent 'Big Write'. This provides them with the opportunity to apply the features and techniques they have learned to a range of text types.



An example of modelled writing in Year 5, with the teacher "talking as a writer" and editing during the writing process.

Marking of English books is completed in line with The Sherwood Marking Policy. Pink highlights where children have met the success criteria. Next steps or questions are provided in green to help the children edit their work or practice a skill further. Children are encouraged to use purple pen to edit their learning.

Monitoring and Assessment

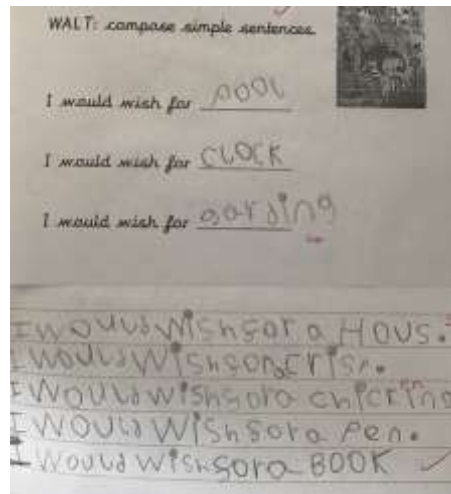
Teachers use a range of strategies to monitor and assess children's progress in writing. This may be through continuous Assessment for Learning:

- the strategic use of questioning
- effective **teacher** feedback, both verbal and written
- peer feedback
- pupil **self**-assessment

Half termly independent writing activities ('Big Write') take place in order to monitor progress against identified targets, as well as the taught curriculum. The 'Big Write' activities inform teachers' judgements so that they are able to make summative assessments at the end of each term. Summative assessments are formally discussed with parents and carers at parent/carer consultation events, however we encourage parents and carers to contact teachers if they have questions or concerns in between these times.

Moderation activities take place every term to support a consistent approach across the school. Examples of writing are shared and records kept to support teachers' continuous professional development and to ensure that progression is in line with borough and national expectations. We work alongside the Local Authority and our partner schools in the East Merton Cluster to complete writing moderation activities throughout the year.

Examples of progression: Reception, Year 1 & Year 2



Year 3 & 4

2.9.25
WALT: write the main events in a story (Assessment)



In a deep deep blue sea,
lived a fish, not a normal
a fish who could swim. He was
for a fish to be huge, big, with
His fish friends were curious.
Then he went for a long way
yellow that he ate. His friends
were curious again. He asked
for a horse and a sparrow. When
he was out of the sea, he was
the horse that he ate. When he
wished to fly, he flew away.
He was in the air, and he was
he wished to have a horse. He was
seen. When he wished to fly, he
saw a sparrow. When he was
so hungry, he wished to be a
so he had to eat a horse. He
was in the air, and he was
seen. And that was the end of
the story.

"Of course." Opening he would just look at this
place it's beautiful it's got more than
honey rivers." mentioned the other spy
pretending to whisper. **Alison**
"Come let's tell master go and tell master,"
and commanded the spy who had begun the
conversation. **concealment**

CHAPTER 2

Before long Guthrum had made a scheme
to stay and soon rule over Northumbria
and defeat the Anglo-Saxon kingdom.

On one fine morning, Dagon woke up to
find out that Guthrum's troops were attacking
Hegging. He saw Dagon hurriedly quickly
by the horses ready for the battle, on the battle field,
the Viking troops were about a half a mile
away from them. All at once a lance
was thrown at Dagon and he thankfully landed
in front of the narrow army which flew
through the air as **fantasy** **channel**
stallion. Dagon could now see a man of
men advancing towards them, he swung
his sword at the man on his left,
The man on his left swung at him but Dagon
diverted instead missed. Suddenly a spear

Year 5 & 6

WALT: write a fairy tale story
Ways to succeed
Purpose
To entertain the reader (Use of language)
Audience: Year 5 children
Features
To use elements of fantasy
To include a problem that is resolved
To be set in the past
Techniques
To use adjectives
To use descriptive language
To use inverted commas
Self-marked

One day, the king and queen were filled
with depression, because of the whole
kingdom. But he decided to urgently **Day**
The streets were filled with **Day**
people all actually walking, waiting like a
and ready to go after the king. But
still, not one could cure this terrible
disease. With her legs full of throbbing
pain, the princess stood against a wall.

One day, there came a mysteriously
strange man. He had a miniature like a
a crown and hair like a bird's nest. He stood
in the palace and pushed the king out
of his way and charged up the stairs.
How do you feel? questioned the strange
man. The princess didn't want him to go
but as she gave him a very hard time

I feel so miserable at a dying place.
I replied the princess. She was proud of
herself, and wouldn't want to see her be
replied to that.

The stranger looked on his heels and
walked away with a smile on his face.
To the princess' liking, he went to the
wall. He was back! But this time he
forcefully pushed her into a chair made
with **fantasy** **channel**
Under her, the **fantasy** **channel**
The princess felt joyful at the fact that
she had got rid of him. Then one day,
the princess's gate in death walked up
to the door. The princess thought it was
her father with some kind of quest. It
was only after she opened it, she realized
she shouldn't have. She should have
known better. It was the same old
stranger. It was hard to tell at first,
once his beard was sweeping the floor, but
after he said a word or two, it
was obvious that he had come to visit
inside this time, he had brought a cushion
made with me hurried step. The princess

She was filled with sorrow. All at
once, the farmers were abandoned. The king
had all disappeared! The cruel man had
killed them all. This wasn't right. The
princess threw the cushion but the
cushion

A few weeks later, a musician came along.
He bowed respectfully at the royal highness and
played the sweet fingers. He then stopped at
the stairs and found himself in the
princess' room. The princess immediately fell
in love with him, and gazed in wonder.
The musician **pricked her up and left her**
sat on his lap. Instantly, she felt that
the emotional disease had gone. Inevitably,
The musician kissed her with joy in his
heart. They then got married and lived
happily ever after!

Well done Bernice
A well structured story
Authentic devices used effectively

step -> step
step -> step
step -> step



The piercing sound of someone
screamed through the cave, the
home of the long-toothed, four-
handed monster. It was time
- time to even attack the
cave and rid the **fantasy**
from the world. The terrifying
moment burst that made
people suffer and tremble in
fear. With determination in
his heart, Yong jumped
forward, he then held high
and sword in hand. An echoing roar echoed the
air as the dragon woke up from his sleep. Yong
found his chance. He climbed up boulders until he
reached the top then fired a single arrow that hit
the beast right in the head. Rising from its slumber,
the dragon flew high above Yong, snaking him and
destroying anything in its path.

Yong fired another arrow and the dragon fell to
the ground. He went to the body of the beast but
suddenly, the monster opened its eye...

Two weeks ago, Emperor Yao had asked the powerful
mighty warrior, Yong, for his help. The
world was in danger: two hideous, vicious
dragons emerged from the depths of hell, destroying
everything in its path. Desperate and hopeless,
the local villagers asked Emperor Yao for help for
an answer. However, he too couldn't do anything.

Without any other option, Emperor Yao requested
help from Yong, proud and confident, Yong set
on his journey to defeat these horrible beasts.

The terrifying dragon rose from his deep sleep.
In a split second, it lunged at Yong, striking
him in the leg. The soldier fell
to his knees. "I can't die to
this hideous beast." Yong thought.
Using the rest of his strength,
he jumped onto the dragon,
stabbing it with his sword
right in the chest. The monster
was dead.

However, Yong's journey wasn't done. Miles and
miles away was another mighty strong monster
who was stronger and harder to defeat than
the first.

The brave warrior staggered
forward to find the hideous beast.
A crack of thunder split the sky
in two halves as rain poured down
onto Yong's head. Tiredness crept
throughout the soldier's body as he
barely had the energy to even walk.
Yong suddenly stumbled in front of
obstacle unknown - a rocky river...




English Lessons at The Sherwood include:

- High-quality texts with links made to the overarching half termly topic.
- Learners engage in a meaningful range of activities to develop their English – new vocabulary and grammar is taught within the teaching of reading, writing and speaking.
- Working Walls to support learning – teacher modelling, shared writing, vocabulary and grammar, group work, individual work examples. These are updated and referred to regularly throughout the teaching cycle.
- Opportunities for learners to apply new skills through writing time exploring a range of genres e.g. letters, diaries, recounts, creative writing and poetry.

Reading:

In Key Stage 1 and 2, reading is taught each day. Whole class reading and guided reading sessions are carefully planned and the selected books for each year represent a diverse range of our literary heritage, encompassing classic authors, influential works and culturally significant texts, which together provide children with a well-rounded reading experience. The lessons focus on developing the children's reading fluency, vocabulary and comprehension. The reading comprehension skills focus on the VIPERS: Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise and Sequence. The children are also taught how to make connections, ask questions and visualise which supports the children in becoming inquisitive and thoughtful readers.

Children use reading journals to record their independent learning during non-teacher led guided reading lessons, through activities planned by the teacher. This provides children with time to deepen their understanding of a text by analysing author techniques, themes and plot structures as well as the vocabulary used and its impact on the reader.

Pupils in EYFS and Key Stage 1 take home banded books at their level each week, using a variety of reading schemes, including Oxford Reading Tree, Songbirds and Rigby Star texts. A dialogue with home is encouraged as teachers' record comments about the children's reading sessions in their Reading Record, and parents are encouraged to do the same when they have read at home with their child.

In Key Stage 2, a reading assessment is completed termly which provides children and teachers with a child's reading ability.

A love of reading is fostered in many ways across the school, including Book Week, Storytelling Week, National Poetry Day, Scholastic Book Fair, library trips and author visits. Each class has a shared class book, which is read during the week, often linked to the year group's theme, to encourage reading for pleasure. Every day, the children have allocated time to read independently and recommend books to each other. Book corners provide children with opportunities to select books from a range of genres and text types to allow them to explore and enjoy a variety of texts. In the Early Years, book corners are changed half-termly to link to current topics to enable children to become immersed in literature and to deepen their interest and knowledge of the topic.



A Reception book corner around a 'Heroes' theme and a book corner display in Year 3.

Classes are able to visit the school library weekly and borrow books in addition to their book banded books sent home (in EYFS and Key Stage 1).



Library books are arranged according to reading levels based on their reading assessment which allows children to select a book of their choice at their level.



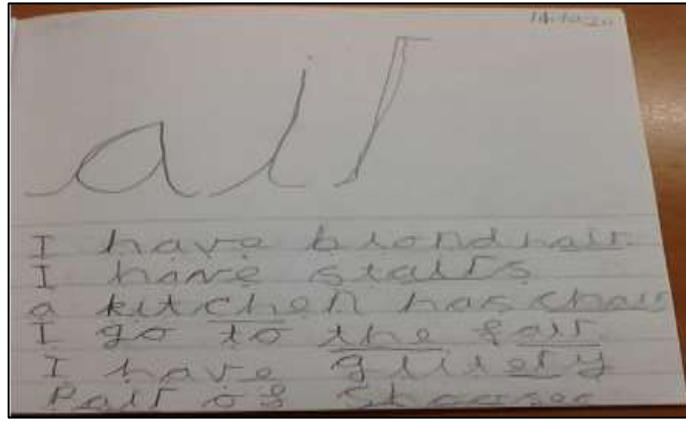
Children are encouraged to read a variety of genres and inclusive texts including poetry, non-fiction and stories from other cultures.

Phonics:

In Reception and Key Stage 1, phonics is taught daily using the 'Little Wandle Letters and Sounds Revised' scheme. By teaching systematic phonics sessions, children develop the skills needed to segment and blend sounds in words which enables them to become fluent readers and confident writers, and they can talk confidently about their phonic knowledge. Children are formally assessed for phonics progression at the end of Year 1, although phonics and spellings continue to be taught far beyond this.

"My name has the ch and ar digraph."

1 Rose pupil



Year 1 Phonics learning, using sound buttons to identify phonemes, digraphs and trigraphs.

Impact

The impact of our teaching of English will ensure that children:

- are enthusiastic and motivated readers who are confident and will enjoy and understand a wide variety of genres and text types;
- become reflective writers who can use a range of features and techniques to produce creative and original writing across a range of genres and subjects;
- can communicate their ideas, opinions and views confidently both orally and in writing.

At The Sherwood, children's progress and attainment in English is continually assessed through on-going formative teacher assessment of reading and writing, using the written work in their English books, their reading journals and their contributions in lessons. Teachers and support staff assess using pink and green pen and provide opportunities for children to respond to marking to build on learning and to identify next steps and gaps in learning.

We use the Merton Assessment System to sequence learning and to track progress, next steps and attainment. This is moderated regularly to ensure we are adapting our teaching and planning to meet the needs of our children, as well as ensuring teacher judgments of reading and writing are consistent. Summative assessment takes place through 'Big Writes' and the Testbase assessments for reading. These inform teacher assessments which are recorded on Bromcom each term. This is reported to parents and carers in termly consultation evenings and in end of year reports.

The Sherwood School Writing YELs (Yearly Essential Learning)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> We are learning to write leaving spaces between words. 	<ul style="list-style-type: none"> We can use simple sentences to write about our experiences. We are learning to form capital letters correctly. 	<ul style="list-style-type: none"> We are learning to form lower case letters and number 0-9 in the correct direction and starting and finishing in the right place. 	<ul style="list-style-type: none"> We are learning to punctuate our sentences with full stops and capital letters. 	<ul style="list-style-type: none"> We can use a capital letter for names of places and people, days of the week and the personal pronoun 'I'. 	<ul style="list-style-type: none"> We are learning to punctuate sentences using question marks and exclamation marks.
Year 2	<ul style="list-style-type: none"> We are learning to use adjectives to write expanded noun phrases. We are learning to write questions and statements. 	<ul style="list-style-type: none"> We are learning to check that our writing makes sense, that our punctuation is correct and that we have use the phonemes we know in our writing. 	<ul style="list-style-type: none"> We are learning to write longer sentences by using conjunctions. We are learning to join letters that join on the line (i l t h m n k e u z c a d). 	<ul style="list-style-type: none"> We are learning to write exclamations and commands. We are learning to begin our sentences in different ways. 	<ul style="list-style-type: none"> We are learning to use adverbs to add detail in our writing. We are learning to join letters with a top join (r, v, w, o). 	<ul style="list-style-type: none"> We are learning to use the past and present progressive forms of verbs. We are learning to use apostrophes to show singular possession.
Year 3	<ul style="list-style-type: none"> We use all KS1 punctuation accurately (. ? ! , (for lists) ' (apostrophe) and capital letters). We are learning to plan and draft independently in a range of genres. We are learning to join letters with descenders (f, j, y, g, q). 	<ul style="list-style-type: none"> We are learning to use conjunctions to say when, and why something is happening (before, after, while, because, so that). We are learning to join letters the letters b, p and s. 	<ul style="list-style-type: none"> We are learning to use different word classes (prepositions and adverbs) to say where, when and why something is happening (then, next soon, before, after, during, because of). We are learning to put these words in different places in our sentences. 	<ul style="list-style-type: none"> We are learning to use commas to separate clauses in sentences. 	<ul style="list-style-type: none"> We can include dialogue to show the relationships between characters. We are learning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> We are learning to use the perfect form of verbs.
Year 4	<ul style="list-style-type: none"> We are learning to use fronted adverbials to add detail and further information to a verb. We are learning to punctuate these with a comma. 	<ul style="list-style-type: none"> We are learning to use pronouns to avoid repetition. We are learning to use paragraphs to show a change in character, setting or time and to organise non-fiction writing. 	<ul style="list-style-type: none"> We are learning to expand noun phrases using prepositions. We are learning to evaluate and edit our work and that of others by correcting mistakes and suggesting improvements. 	<ul style="list-style-type: none"> We are learning to use apostrophes to show plural possession. 	<ul style="list-style-type: none"> Our handwriting follows the school policy for all joins and formations. We can use a dictionary to find and check spellings. 	<ul style="list-style-type: none"> We are learning how our vocabulary choices have an impact on the reader (simile, metaphor; adjective and verb choices)
Year 5	<ul style="list-style-type: none"> We are learning to use adverbials of time, place and number to link ideas within and across paragraphs to build cohesion. 	<ul style="list-style-type: none"> We are learning to use brackets to add information. We are learning to use the correct tense consistently particularly when there is a shift in time in narrative (progressive, perfect and simple of the past and present). 	<ul style="list-style-type: none"> We are learning to include relative clauses in our writing. 	<ul style="list-style-type: none"> We are learning to use 'show not tell' sentences to develop characterisation and setting description. We are learning to use a thesaurus to make effective vocabulary choices. 	<ul style="list-style-type: none"> We are learning to use connecting adverbs to link, compare and contrast ideas (therefore, as a result of, furthermore, in addition to). 	<ul style="list-style-type: none"> We are learning to vary sentences length and complexity for impact on our readers.
Year 6	<ul style="list-style-type: none"> We are learning to match genre to different written tasks, thinking carefully about purpose and audience. We are learning to spell and use the words on the Y5/6 spelling list. 	<ul style="list-style-type: none"> We are learning to vary the length and order of our paragraphs and increase cohesion by signally backwards or forwards, ellipsis and repetition. We are learning to make choices about presentation and handwriting style according to the genre and level of formality. 	<ul style="list-style-type: none"> We are learning to use the appropriate formal/informal tone. We are learning to use all KS2 punctuation in our writing (including colons, semi-colons, dashes, hyphens). 	<ul style="list-style-type: none"> We are learning to use subordinating conjunctions to link, compare or contrast. We are learning to make sure our handwriting is always legible and fluent. 	<ul style="list-style-type: none"> We are learning to interweave elements of dialogue, action and description appropriately. We are learning to write well-structured openings and endings which link effectively to the plot. 	

Elements to include when planning a learning journey for writing

What order would you teach skills in?

Text analysis to identify features

Teach an understanding of audience and purpose of the genre

Teach transferrable grammar skills

Opportunities for discussion of published examples read in class or during guided reading sessions

Teach genre specific grammar skills

Teach spelling of relevant vocabulary

Lots of paired talk to explore ideas

Explore possibilities for use of statutory spelling words

Modelled example/s written by teacher for pupils

Vary stimuli for discussion of ideas: art, film, artefacts, trips, props

Shared writing example/s written with pupils

Shorter writing tasks to develop skills

Longer writing tasks with structured support



Start with the learning outcome and map lessons backwards over a 2/3 week journey

Contextualised, independent extended writing task:

- purpose which focuses on impact on the reader
- embedding taught features
- embedding taught grammar and appropriate spellings

Consider which skills need more focus – build on those which are already secure.

