



**ST MARY'S, WELHAM GREEN**

# **E**nglish

**“An inspiring, creative book-based approach, where children flourish in listening, speaking, reading and writing”**

# Intent

**“An inspiring, creative book-based approach, where children flourish in listening, speaking, reading and writing.”**

At St Mary’s, we aim to ensure all our children develop a genuine love of language and become articulate and imaginative communicators. We want our learners to be well-equipped with the skills they need to be independent, confident writers in secondary school and beyond.

We use the writing programme, Literacy Tree, to inform our writing curriculum. Literacy Tree’s writing resource, ‘Writing Roots’, is based around a Teach Through a Text pedagogy and embeds all National Curriculum requirements, placing audience and purpose at the core.

We have adapted and sequenced each writing unit to ensure it suits the needs of our school. We have carefully chosen texts that are inspiring and representative of our school community whilst ensuring a wide range of authors, genres and styles can be explored. Using a text-based approach motivates children to write for a range of audiences and purposes. We want our children to write for a purpose, see themselves as real writers and take ownership of their writing. We aim to instil a love for writing and an understanding that it is an enjoyable process in which they can express themselves coherently and imaginatively.

# Implementation

Writing at St. Mary's is taught using planning from Literacy Tree's 'Writing Roots' and EdShed's 'Spelling Shed' programmes, along with guidance from the National Curriculum.

## **Early Years and Key Stage One:**

In EYFS, children begin their writing journey by developing their gross and fine motor skills through a variety of activities. They begin to 'mark make' using a collection of tools and form letters during their daily phonics sessions. In Reception, children follow our 'Drawing Club' scheme, skills are built on this as they progress to Year 1, where they will use the 'Literacy Tree' scheme.

Throughout KS1, the emphasis is on developing basic writing skills, so that by the end of Year 2, children are writing simple, coherent sentences in a variety of genres, across a range of subjects. Children are taught to develop positive attitudes and build up their writing stamina by writing narratives about personal experiences and those of others, writing about real events, writing poetry and writing for a variety of purposes.

Each unit of work lasts for between two and three weeks and children study a high quality, age-appropriate text that develops excitement and an engaging purpose for writing. Drama and oracy activities are frequently used to support and inspire their imaginations. Children are taught to discuss what they are going to write before beginning, by planning or saying their sentences out loud. The children will write down ideas and collect new vocabulary. During and after writing, children are taught to make simple revisions, corrections and to evaluate their work.

# Implementation

## **Key Stage Two:**

In KS2 lesson planning is guided by the National Curriculum alongside Literacy Tree unit plans. Throughout KS2, the children build on the writing skills already taught in KS1 so that by the end of Year 6 children are:

- Identifying the audience and purpose of the writing.
- Developing initial ideas, drawing on reading and research.
- Writing narratives, describing characters, settings, atmosphere and integrating dialogue to convey character and advance action.
- Selecting appropriate grammar and vocabulary and understanding how their choices can change and enhance meaning.
- Précising longer passages using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text, for example, headings, bullet points, underlining.
- Evaluating and editing by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proofreading for spelling and punctuation errors.

As in KS1, children study high quality, age-appropriate texts to develop excitement and a purpose for writing. Cross-curricular links are made to ensure that children are consolidating skills learnt across all areas of the curriculum. Handwriting is being developed throughout KS2 using the 'Twinkl Handwriting' cursive font. Teachers model the expectations for handwriting and presentation in all lessons and the children are expected to follow this. Spelling, Punctuation and Grammar (SPaG) is embedded in all our writing units. However, KS2 children receive an explicitly taught spelling lesson weekly, using 'Spelling Shed'.

We aim to ensure our children leave St. Mary's with a love of writing and all the skills they need to access the secondary curriculum and beyond. The impact of our writing curriculum will be measured through:

- The subject lead ensuring that the National Curriculum requirements are being taught and met throughout each key stage.
- Pupil outcomes are regularly monitored, and evidence is gathered through pupil voice interviews, book-looks, drop-ins and discussions with staff.
- Teachers' assessments take place throughout each writing unit with a formal assessment of independent writing taken each term and assessed against the Teacher Assessment Frameworks (TASFs) for each year group.
- Sharing good practice amongst staff.
- Ensuring that children not meeting age-related expectations receive the support that they need.

# The Non-Negotiables

## What we would expect to see in a typical English lesson

Children date their work page using long format: Monday 1<sup>st</sup> September 2024 (*KS1 may need labels*)

Children write the WALT (We are learning to). (*KS1 may need labels*)

Resources printed, trimmed and ready for children.

Follow **Writing Roots** planning to ensure curriculum coverage of writing and grammar skills and sequence of learning.

Children engaged and contributing to learning, showing active participation.

Teacher modelling **pre-cursive (KS1) and cursive (KS2)** handwriting, with similar expectations from the children.

**AfL** used to identify misconceptions, further support or challenge required. Teachers/TAs may be used to work with guided groups.

**Adaptations** for all learners, including scaffolds.

Children to use word mats, dictionaries, thesauruses to aid their writing.

Children **proofread and edit** their writing in **green pen**.

At least three 'End of unit final pieces' to be written neatly in publishing book (KS2) throughout the year.

## What we would expect to see in a typical handwriting lesson

Follow **Twinkl** planning to ensure coverage of skills and sequence of learning.

Teacher modelling the correct letter formation.

Resources will be printed ready for children; following the lesson, these will be filed in individual handwriting folders, with the short date at the top of the page e.g. 10/2/25.

# The Non-Negotiables

## Marking and feedback

Teachers and TAs to use a **purple pen**.

Teachers and TAs to write **VF**, where they have intervened or supported a pupil with a question.

Children who have worked in groups or 1:1 must have **T or TA** circled at the top of the page.

Incorrect key spellings need to be corrected. **KS1** write spelling 3 times and 'sp' written by the incorrect spelling. **KS2** write spelling 3 times and a 'dot' (**purple pen**) marked in margin.

Any obvious grammar or punctuation errors (age appropriate) to be highlighted by underlining the error and 'p', 'CL', 'gr' in the margin.

# Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	Drawing Club					
<b>1</b>	<i>Naughty Bus</i> Jan Oke and Jerry Oke	<i>Billy and the Beast</i> Nadia Shireen	<i>Beegu</i> Alexis Deacon	<i>Dinosaurs and all that Rubbish</i> Michael Foreman	<i>Yeti and the Bird</i> Nadia Shireen	<i>Iggy Peck, Architect</i> Andrea Beaty and David Roberts
	<i>Sidney, Stella and the Moon</i> Emma Yarlett	<i>Send for a Superhero</i> Michael Rosen & Katharine McEwan	<i>The Odd Egg</i> Emily Gravett	<i>The Sea Saw</i> Tom Percival	<i>Pig the Pug</i> Aaron Blabey	<i>The Magic Bed</i> John Burningham
<b>2</b>	<i>Goldilocks and the Three Bears</i> Lauren Child	<i>The Journey Home</i> Frann Preston-Gannon	<i>The Bear Under the Stairs</i> Helen Cooper	<i>The Owl and the Pussy-cat</i> Edward Lear	<i>The Dragon Machine</i> Helen Ward	<i>The Great Fire of London</i> Emma Adams
	<i>Jim and the Beanstalk</i> Raymond Briggs	<i>We are Water Protectors</i> Carole Lindstrom	<i>The Minpins</i> Roald Dahl	<i>Grandad's Camper</i> Harry Woodgate	<i>Toys in Space</i> Mini Grey	<i>A Walk in London</i> Salvatore Rubbino
<b>3</b>	<i>Leon and the Place Between</i> Angela McAllister	<i>The Tear Thief</i> Carol Ann Duffy	<i>Escape from Pompeii</i> Christina Balit	<i>Black Dog</i> Levi Pinfold	<i>How to Live Forever</i> Colin Thompson	<i>Jim, A Cautionary Tale</i> Hilaire Belloc
	<i>The First Drawing</i> Mordicai Gerstein	<i>The Tin Forest</i> Helen Ward	<i>The Last Garden</i> Rachel Ip	<i>Cinderella of the Nile</i> Beverley Naidoo	<i>Flotsam</i> David Wiesner	<i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman
<b>4</b>	<i>Varmints</i> Helen Ward	<i>FARTHER</i> Grahame Baker Smith	<i>Frindleswylde</i> Natalia O'Hara & Lauren O'Hara	<i>The Lion and the Unicorn</i> Shirley Hughes	<i>The Baker by the Sea</i> Paula White	<i>The Lion the Witch and the Wardrobe</i> C. S. Lewis
	<i>The Mermaid of Zennor</i> Charles Causley	<i>The Iron Man</i> Ted Hughes	<i>The Selfish Giant</i> Oscar Wilde	<i>The Matchbox Diary</i> Paul Fleischman	<i>The Story of Tutankhamun</i> Patricia Cleveland-Peck	<i>Jabberwocky</i> Lewis Carroll
<b>5</b>	<i>Hidden Figures</i> Margot Lee Shetterly	<i>Percy Jackson</i> Rick Riordan	<i>Children of the Benin Kingdom</i> Dina Orji	<i>The Lost Happy Endings</i> Carol Ann Duffy	<i>Man Who Walked Between the Towers</i> Mordicai Gerstein	<i>High Rise Mystery</i> Sharna Jackson
	<i>Firebird</i> Saviour Pirotta and Catherine Hyde	<i>Freedom Bird</i> Jerdine Nolen	<i>The Tempest</i> William Shakespeare	<i>Beowulf</i> Michael Morpurgo	<i>The Island</i> Armin Greder	<i>The Strange Case of Origami Yoda</i> Tom Angleberger
<b>6</b>	<i>Can We Save the Tiger?</i> Martin Jenkins	<i>Leila and the Blue Fox</i> Kiran Millwood Hargrave	<i>The Last Wild</i> Piers Torday	<i>Grimm Tales for Young and Old</i> Phillip Pullman	<i>Romeo and Juliet</i> William Shakespeare	<i>The Unforgotten Coat</i> Frank Cottrell Boyce
	<i>Boy in the Tower</i> Polly Ho-Yen	<i>Anne Frank</i> Josephine Poole	<i>Stonewall</i> Rob Sanders and Jamey Christoph	<i>Suffragette: The Battle for Equality</i> David Roberts	<i>The Wind in the Wall</i> Sally Gardner	<i>Some Places More Than Others</i> Renee Watson

# Spelling Overview

At St Mary's we use Spelling Shed to teach Year 2 to Year 6. This is taught once a week in each year group.



## Medium Term Plan - Stage 2

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Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words where 'dge' makes a /j/ sound	<b>Step 7:</b> Words where 'wr' makes a /r/ sound at the beginning of words	<b>Step 13:</b> Words where 'y' makes an /igh/ sound	<b>Step 19:</b> Words where '-er', '-est' and '-ed' is added to words ending in 'e'	<b>Step 25:</b> Words where the digraph 'ey' makes an /ee/ sound	<b>Step 31:</b> Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew



## Medium Term Plan - Stage 4

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Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words that are homophones	<b>Step 7:</b> Words ending in '-ation'	<b>Step 13:</b> Words ending in '-sion'	<b>Step 19:</b> Words where 'au' makes an /or/ sound	<b>Step 25:</b> Words that are homophones	<b>Step 31:</b> Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, exte comprehension, l suspension, exclusio explosion, erosion			



## Medium Term Plan - Stage 6

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Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 2:</b> Words where 'ge' makes a /j/ sound	<b>Step 8:</b> Words ending in 'le'	<b>Step 14:</b> Words ending in 'er'	<b>Step 20:</b> Words with the suffix '-ible'	<b>Step 26:</b> Grammar Vocabulary 1	<b>Step 32:</b> Adjectives to describe characters
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel		
Objective	<b>Step 3:</b> Words where 'g' makes a /j/ sound	<b>Step 9:</b> Words ending in 'el'	<b>Step 15:</b> Words ending in 'ou' where 'ge' from the remains	<b>Step 21:</b> Challenge Words	<b>Step 27:</b> Grammar Vocabulary 2	<b>Step 33:</b> Words that can be nouns and verbs
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dang mountainous, marvelk tremendous, enormo precious, dias	
Objective	<b>Step 4:</b> Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	<b>Step 10:</b> Words ending in 'al'	<b>Step 16:</b> Words where a suffix words ending	<b>Step 22:</b> Words beginning with 'acc'	<b>Step 28:</b> Adding the prefix 'over'	<b>Step 34:</b> Words with unstressed vowel sounds
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, Apr gerbil, lentil, evil, anvil, basil	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	serious, obvious, curio spontaneous, courtet various, victorious,	
Objective	<b>Step 5:</b> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	<b>Step 11:</b> Words ending in 'il'	<b>Step 17:</b> Words ending in '-ious' and 'e'	<b>Step 23:</b> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	<b>Step 29:</b> Words with the suffix '-ful'	<b>Step 35:</b> Adverbs synonymous with determination
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, ok cold, hold, gold, told	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Objective	<b>Step 1:</b> Words with the short vowel sound /i/ spelled 'y'	<b>Step 7:</b> Challenge Words	<b>Step 13:</b> Words with the long vowel sound /igh/ spelled 'y'	<b>Step 19:</b> Words with an /oa/ sound spelled 'ou' or 'ow'	<b>Step 25:</b> Challenge Words	<b>Step 31:</b> Challenge Words	
Words	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, through	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified	
Objective	<b>Step 2:</b> Words with the prefix 'in-' meaning 'not'	<b>Step 8:</b> Words ending in '-ation'	<b>Step 14:</b> Words ending in 'er'	<b>Step 20:</b> Words ending in '-er', '-or' and '-ar'	<b>Step 26:</b> Grammar Vocabulary 1	<b>Step 32:</b> Adjectives to describe characters	
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, out, nervous, famous, ad, disadvantageous, r carnivorous, rapturo	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior
Objective	<b>Step 3:</b> Words with the prefixes 'il-', 'im-' and 'ir-'	<b>Step 9:</b> Words ending '-ly'	<b>Step 15:</b> Words ending in 'ou' where 'ge' from the remains	<b>Step 21:</b> Challenge Words	<b>Step 27:</b> Grammar Vocabulary 2	<b>Step 33:</b> Words that can be nouns and verbs	
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, penniless, happily, nastiness, beautiful, silliness	ancient, cemetery, critique, equipped, government, leisure, opportunity, recognise, sincerely, variety	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature
Objective	<b>Step 4:</b> Words with the prefix 'sub-' meaning 'below' or 'further divided'	<b>Step 10:</b> Words ending '-ily'	<b>Step 16:</b> Words where a suffix words ending	<b>Step 22:</b> Words beginning with 'acc'	<b>Step 28:</b> Adding the prefix 'over'	<b>Step 34:</b> Words with unstressed vowel sounds	
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	serious, obvious, curio spontaneous, courtet various, victorious,	antisoal, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse
Objective	<b>Step 5:</b> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	<b>Step 11:</b> Words ending in 'il'	<b>Step 17:</b> Words ending in '-ious' and 'e'	<b>Step 23:</b> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	<b>Step 29:</b> Words with the suffix '-ful'	<b>Step 35:</b> Adverbs synonymous with determination	
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, ok cold, hold, gold, told	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe	

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words with the short vowel sound /i/ spelled 'y'	<b>Step 7:</b> Challenge Words	<b>Step 13:</b> Words with the long vowel sound /igh/ spelled 'y'	<b>Step 19:</b> Words with an /oa/ sound spelled 'ou' or 'ow'	<b>Step 25:</b> Challenge Words	<b>Step 31:</b> Challenge Words
Words	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, through	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	<b>Step 2:</b> Words with the prefix 'in-' meaning 'not'	<b>Step 8:</b> Words ending in '-ation'	<b>Step 14:</b> Words ending in 'er'	<b>Step 20:</b> Words ending in '-er', '-or' and '-ar'	<b>Step 26:</b> Grammar Vocabulary 1	<b>Step 32:</b> Adjectives to describe characters
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, out, nervous, famous, ad, disadvantageous, r carnivorous, rapturo	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible
Objective	<b>Step 3:</b> Words with the prefixes 'il-', 'im-' and 'ir-'	<b>Step 9:</b> Words ending '-ly'	<b>Step 15:</b> Words ending in 'ou' where 'ge' from the remains	<b>Step 21:</b> Challenge Words	<b>Step 27:</b> Grammar Vocabulary 2	<b>Step 33:</b> Words that can be nouns and verbs
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, penniless, happily, nastiness, beautiful, silliness	ancient, cemetery, critique, equipped, government, leisure, opportunity, recognise, sincerely, variety	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht
Objective	<b>Step 4:</b> Words with the prefix 'sub-' meaning 'below' or 'further divided'	<b>Step 10:</b> Words ending '-ily'	<b>Step 16:</b> Words where a suffix words ending	<b>Step 22:</b> Words beginning with 'acc'	<b>Step 28:</b> Adding the prefix 'over'	<b>Step 34:</b> Words with unstressed vowel sounds
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	serious, obvious, curio spontaneous, courtet various, victorious,	antisoal, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly
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Objective	<b>Step 4:</b> Words with the prefix 'sub-' meaning 'below' or 'further divided'	<b>Step 10:</b> Words ending '-ily'	<b>Step 16:</b> Words where a suffix words ending	<b>Step 22:</b> Words beginning with 'acc'	<b>Step 28:</b> Adding the prefix 'over'	<b>Step 34:</b> Words with unstressed vowel sounds
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	serious, obvious, curio spontaneous, courtet various, victorious,	antisoal, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly
Objective	<b>Step 5:</b> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	<b>Step 11:</b> Words ending in 'il'	<b>Step 17:</b> Words ending in '-ious' and 'e'	<b>Step 23:</b> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	<b>Step 29:</b> Words with the suffix '-ful'	<b>Step 35:</b> Adverbs synonymous with determination
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, ok cold, hold, gold, told	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperoone, chandelier, crochet, quiche	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe	strength, grammar, calendr, women, appear, straight, interest, opposite, increase, believe

## Step 1

In **Step 1**, learners will develop the physical skills needed for writing and learn how to form letters correctly using letter formation mnemonics.

### They will learn:

- to develop fine motor skills, ready for writing through warm-ups;
- to **Nip, Grip and Flip** a pencil to hold it correctly;
- to prepare for writing, sitting correctly and recognising when they are ready to write;
- to identify each letter family and understand how letters are formed in similar ways;
- to form lower-case letters, upper-case letters and digits 0–9 correctly. They will use letter formation mnemonics enabling them to start and finish in the correct place.

## Step 2

In **Step 2**, learners will focus on the correct pencil grip and letter sizing, ensuring accurate placement and spacing of words.

### They will learn:

- to hold a pencil correctly and comfortably and place letters correctly on the line;
- to form lower-case letters, upper-case letters and digits 0–9 with the correct size and position;
- to ensure lower-case letters are sized correctly in relation to each other and to upper-case letters;
- to add spaces between words that match the size of the letters;
- to recall each letter family and understand how letters are formed in similar ways.

## Step 3

In **Step 3**, learners will be introduced to joined handwriting as a way to build writing fluency. They will develop an understanding of how to use diagonal and horizontal strokes to join letters.

### They will learn:

- to recognise letters that can be joined using lead-out strokes and how this can help them to write with increasing speed;
- to write letters and words in a clear and legible way, maintaining accurate letter formation as joining is introduced;
- to use diagonal strokes and horizontal strokes to join letters;
- to identify which letters should be joined together and which should be left unjoined;
- to think about the size and orientation of letters when writing.

## Step 4

In **Step 4**, learners will build on their joined handwriting skills by focusing on clarity, consistency and quality through confident use of joining strokes.

### They will learn:

- to write letters and words clearly and legibly, maintaining accurate letter formation as joining becomes more consistent;
- to use diagonal and horizontal strokes confidently to join letters in independent writing;
- to improve the clarity of their handwriting by ensuring the downstrokes of letters are parallel and evenly spaced;
- to space lines successfully so that ascending and descending letters do not touch;
- to suggest ways to improve their handwriting by recalling prior knowledge of letter formation, letter families and accurate ways to join.

## Step 5

In **Step 5**, learners will begin to apply their knowledge of letter formation and joined handwriting in a variety of writing contexts.

### They will learn:

- to write legibly and fluently with increasing speed;
- to confidently identify which letters should be joined and unjoined;
- to choose suitable writing implements for handwriting tasks;
- to develop a clear understanding of which handwriting standard is appropriate for a particular task. For example, using quick notes or a final handwritten version;
- to use their handwriting skills across the curriculum and maintain consistent handwriting in longer written tasks.

## Step 6

In **Step 6**, learners will deepen their mastery of handwriting and become confident written communicators. They will apply their knowledge, developed across the scheme, to write for a variety of purposes.

### They will learn:

- to write legibly, fluently and at an increased speed across a variety of genres and contexts;
- to develop the stamina to maintain handwriting quality over longer texts, using consistent joining strokes;
- to take ownership over their handwriting, through selecting and recommending appropriate writing styles and presentation methods for different formats;
- to improve note-taking skills;
- to apply their handwriting and presentation skills across all written communication using real-life examples, such as:
  - using capital letters in application forms;
  - knowing when it is appropriate to use un-joined writing e.g. for diagrams;
  - using handwriting as a presentational tool.

## Block 1

**Block 1** is the start of a learner's handwriting journey. Within **Block 1**, the focus is to enthuse and engage learners, enabling them to develop a love for mark-making while building the foundations to handwriting success.

### Within Early Handwriting Block 1, learners will:

- develop a sense of curiosity around early mark making, participating in a range of pre-writing activities;
- begin to develop a range of physical skills through interactive activities;
- be introduced to each Letter Family Character and formation strokes through song verses;
- develop, explore and apply their understanding of directional and positional language through engaging, gross motor activities;
- begin to manipulate a range of small tools and writing implements;
- form pre-writing shapes linked to letter formations in a variety of multi-sensory activities.

## Block 2–5

In **Blocks 2–5**, learners will begin to develop the physical skills needed for writing. They will be introduced to the letters within each letter family and explore letter formation mnemonics used to form letters.

### Within Early Handwriting Blocks 2–5, learners will:

- develop gross motor skills needed for writing, including hand-eye coordination, bilateral coordination and crossing the midline;
- develop the foundational fine motor skills needed for writing, including finger strength, wrist strength and hand strength;
- build a sense of curiosity, motivation and purpose around making marks and pre-writing strokes;
- develop an awareness of directional vocabulary and use it to communicate about strokes, shapes and letters;
- identify each letter family and some letters that belong to each family;
- manipulate a range of small tools and writing implements;
- Nip, Flip and Grip** a pencil to develop a comfortable and successful pencil grip;
- use a range of writing implements to create horizontal, vertical, diagonal and circular strokes;
- form letters using green and red dots and letter formation mnemonics for support.

## Block 6

In **Block 6**, learners will consolidate the physical skills needed for writing. Learners will revisit each letter within the letter families and apply the letter formation mnemonics they have learnt to strengthen their writing skills.

### Within Early Handwriting Block 6, learners will:

- continue to develop gross motor skills needed for writing, including hand-eye coordination, bilateral coordination and crossing the midline;
- continue to develop the foundational fine motor skills needed for writing, including finger strength, wrist strength and hand strength;
- build a sense of curiosity, motivation and purpose around making marks and pre-writing strokes;
- revisit and develop further awareness of directional vocabulary and continue to use it to communicate about strokes, shapes and letters;
- identify each letter family and the letters that belong to each family;
- continue to manipulate a range of small tools and writing implements;
- use the **Nip, Flip and Grip** technique to continue to develop a supportive and successful pencil grip;
- continue to use a range of writing implements to create horizontal, vertical, diagonal and circular strokes;
- form letters using green and red dots and letter formation mnemonics for support;
- begin to explore activities in preparation for Step 1.

# Supporting the EYFS Statutory Framework

In Reception, we use Drawing Club to support the progression of English writing. The progress children can make through Drawing Club across all areas of child development is exceptional with the added bonus of confidence and joy.

Based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity that can be adapted to how you believe is best.

**There is no scheme or syllabus and no set texts. The children have the freedom to adventure with the stories they choose.**

## **Drawing Club;**

Immerse children in the world of story and show them the joy of who you are

Share a treasure trove of vocabulary with children to open up the playground of language to them

Give yourself the opportunity to create a library of progress that can be astonishing

Develop children's creativity and imagination to show them that they are extraordinary

Give your children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.

# Progression of Skills



## Steps in Progression Document Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar: Word</b>	Regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	The rules for plural -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	The grammatical difference between plural and possessive -s	Use of hyphens to create compound words and phrases [e.g. sun-dress and weather]	Revision of prefixes, suffixes and word families, including words with a large number of
<b>Grammar: Suffixes</b>	How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]  Suffixes that can be added to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper]	Formation of nouns using suffixes such as -ness, -er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs  Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English	Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]	Word families of common words and meaning solver, di		
<b>Grammar: Noun phrases</b>	Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]	Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]	Noun phrases and the additional adjective prepositional phrases to the person		
<b>Grammar: Adverbial phrases</b>	Use simple adverbs to sequence writing	Use adverbs and simple adverbials to express time, place and manner	Use adverbial phrases to identify place, time, manner and frequency	Fronted that day,		

A progression of skills document is used from Literacy Tree. These give an indication of how each discipline meets the National Curriculum objectives while allowing each year group to see prior knowledge and understanding and their expected next steps.



## Steps in Progression Document Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition: Plan</b>	Write about real events	Write narratives about personal experiences and those of others (real and fictional)  Write poetry  Write for different purposes	Discuss and recording ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings
<b>Composition: Draft &amp; write</b>	Say out loud what they are going to write about  Write down ideas  Orally rehearse sentences	Plan what they are going to write about  Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue)  In narratives, creating settings, characters and plot	Progressively build a varied and rich vocabulary and an increasing range of sentence structures  Organise paragraphs around a theme  In non-narrative material, using simple organisational devices [e.g. headings and sub-headings]	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  Précis longer passages  Use a wide range of devices to build cohesion within and across paragraphs  Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]

# Progression of Skills

**EXPECTED STANDARD**

## Y5 Writing Self-Assessment Checklist

**WORKING AT THE EXPECTED STANDARD**  
After discussion with the teacher:

I can write for a range of purposes.	<input type="checkbox"/>	I can use a range of punctuation mostly correctly:	Full stops and capital letters.	<input type="checkbox"/>
I can organise my writing into paragraphs.	<input type="checkbox"/>		Question marks and exclamation marks.	<input type="checkbox"/>
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>	<input type="checkbox"/>		Commas in a list.	<input type="checkbox"/>
I can use a dictionary to check the spelling of uncommon or more ambitious words.	<input type="checkbox"/>			<input type="checkbox"/>
I can use a range of clause structures and vary their position. <i>e.g. fronted adverbials – Deep in the jungle, a roar erupted. relative clauses – Jamie, who was the King's hand, attacked the intruder.</i>	<input type="checkbox"/>			<input type="checkbox"/>
I can use modal verbs to indicate possibility. <i>e.g. might, should, will, must, could, would</i>	<input type="checkbox"/>			<input type="checkbox"/>
I can build cohesion within and across paragraphs using the following:		I can spell many common exception words.		<input type="checkbox"/>
Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>	<input type="checkbox"/>	<i>accidentally, centre, centu, enough, even, heart, height, minute, natu, possible, pot, special, stra</i>		<input type="checkbox"/>
Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>	<input type="checkbox"/>	I can write neatly.		<input type="checkbox"/>
Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>	<input type="checkbox"/>	I can spell some common words.		<input type="checkbox"/>
Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>	<input type="checkbox"/>	<i>accommodat, awkward, bal, convenience, equip (-ped, harass, hindr, necessary, n, pronunciation, soldier, stom</i>		<input type="checkbox"/>
I can use tenses correctly and consistently.	<input type="checkbox"/>			<input type="checkbox"/>

Writing self-assessments are also used to assess progression. These documents are shared with the children and can be found in the inside cover of their English books.

**EXPECTED STANDARD**

## Y2 Writing Self-Assessment Checklist

**WORKING AT THE EXPECTED STANDARD**  
After discussion with the teacher:

I can write simple, clear narratives about myself or others (real or fictional).	<input type="checkbox"/>	I can spell many common exception words. <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.</i>	<input type="checkbox"/>
I can write about real events in a clear and simple way.	<input type="checkbox"/>	I can form capital letters and digits of the correct size, making sure they are the correct way around.	<input type="checkbox"/>
I can use capital letters and full stops mostly correctly.	<input type="checkbox"/>	I can use finger spaces between words.	<input type="checkbox"/>
I can use question marks correctly when needed.	<input type="checkbox"/>		
I can use present and past tense mostly correctly and consistently.	<input type="checkbox"/>		
I can use co-ordinating conjunctions. <i>e.g. but, or, and, so</i>	<input type="checkbox"/>		
I can use some subordinating conjunctions. <i>e.g. after, as, when, if, that, even though, because, until, since</i>	<input type="checkbox"/>		
I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.	<input type="checkbox"/>		

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# Barriers To and Solutions for Engagement, Progress and Achievement

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>Difficulty hearing teacher's instructions, peer feedback, group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty reading text, handwriting on board, accessing pictures/visuals</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting difficulties, slow writing speed, pencil grip, fatigue</li> </ul>	<ul style="list-style-type: none"> <li>Forgetting instructions, difficulty sequencing ideas, losing track mid-task</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety with open-ended writing, difficulty with changes, literal interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Struggles with focus, sustaining attention, impulsivity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty recalling phonics/spelling patterns, struggles with grammar rules, limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Low motivation, frustration with mistakes, fear of failure, behaviour outbursts</li> </ul>
Identified by subject co-ordinator	<ul style="list-style-type: none"> <li>Use captions, subtitles, transcripts, seating near teacher, peer note-buddy</li> </ul>	<ul style="list-style-type: none"> <li>Provide large print/braille, screen-readers, verbal description of images</li> </ul>	<ul style="list-style-type: none"> <li>Use pencil grips, slanted boards, typing, voice-to-text, chunked writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Step-by-step scaffolding, visual aids, checklists, sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>Clear structure, writing frames, explicit success criteria, predictable routines</li> </ul>	<ul style="list-style-type: none"> <li>Short writing bursts, movement breaks, clear deadlines, visual timer</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teaching vocab, word banks, sentence stems, scaffolded writing frames</li> </ul>	<ul style="list-style-type: none"> <li>Positive reinforcement, growth mindset language, regulate emotions before writing tasks</li> </ul>

- **Keep instructions short, visual, and explicit.**
- **Scaffold tasks (sentence starters, writing frames, word banks).**
- **Model writing live ("I do, we do, you do").**
- **Build in regular breaks for stamina and focus.**
- **Celebrate progress (not just accuracy).**
- **Provide choice of medium (handwriting, typing, dictation).**
- **Ensure resources (word mats, dictionaries, laptops, pencil grips) are available and ready.**



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