



St. Luke's C of E Primary School

Writing Curriculum

Written: 2025

Introduction

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

Aims

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

The aim of our policy for English is to:

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

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

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

INTENTION

At St. Luke's C of E Primary School, it is our intention that all children, by the end of Y6, are able to:

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

IMPLEMENTATION

Teaching and Learning

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

- Demonstration
- Adaptations
- Modelling – WAGOLL/Shared Write
- Scaffolding
- Contextualised GPS within the build up to a piece of writing
- Explanation
- Guided/Group writing
- Targeted questioning
- Initiating and guiding explanation
- Discussing and challenging ideas generated by children
- Developing critical and reflective responses to texts

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

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

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

There are children of differing ability in all classes at St. Luke's C of E Primary School. Through the use of adaptation and challenges in English lessons, children have the opportunity to take control of their own learning, within a guided and supported environment. Children are able to challenge themselves and extend their understanding by choosing a more demanding task, or if they need consolidation. We use teaching assistants to support children (teaching assistant, not personal assistant), and to enable all children within a class to make good progress. Furthermore, the use assessment for learning during lessons and post-teaching marking (see marking policy), enables teachers to support and intervene as necessary.

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

Spelling

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

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

To become independent spellers the children should:

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

We encourage our children to develop a visual memory to enable them to visualise words, through handwriting and word frames.

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

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

Early Years Foundation stage

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

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

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

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

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

Curriculum Planning

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

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

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

Units of writing usually include the following elements:

- **Front Sheet stuck in** – The sheet chapterises the unit and outlines the expected coverage
- **Make clear the purpose** – Discuss the purpose of the writing. To argue/persuade, describe, instruct, explain, inform, entertain etc.
- **Make clear the audience** – Who will be reading this work? Friends, children, politicians, celebrities etc.
- **Make clear the form/genre** – What is the text type? Diary, letter, blog, report, review, story etc.
- **WAGGOL Unpick** – As a class you identify and highlight the features of the genre to understand the expectation
- **Gathering Content:** A sequence of contextualised Grammar and punctuation lessons, building up to the final outcome
- PIXL 3 in 3/Grammar Bursts are often taught at the **start of an English lesson/day** to revise and consolidate prior learning, which is relevant to the genre being studied (KS2)
- **Planning** – deciding on a key language focus, adopting a model text and deciding how it can be innovated. Testing the model – boxing up, analysing and planning a toolkit
- **Drafting**– Have a creative 'hook', warm up by embedding words and phrases, internalizing a model text (text map), deepen understanding of the text. Read as a reader (vocabulary and comprehension) and read as a writer (boxing up, analyzing features and co-constructing a toolkit). Create a new plan – map, box-up and talk the text. Shared writing – feedback and improvement
- **Editing/Publish** – Pupils write independently - Redraft and edit
- **Final Assessment** – Teacher and self-assessment

First 20% of learners

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

Extended writing (Independent Application / 'Hot Write')

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

IMPACT

Assessment and Recording

Assessment in Foundation Stage

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

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

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

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

Formative assessment

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

Summative assessment

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

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

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

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

Reporting to parents

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

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

Target Setting and Assessment

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

Monitoring and Evaluation

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

Writing and English is evaluated using the following criteria:

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

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

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

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

St. Luke's C of E Primary School Writing Long Term Plan

The Long Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing:

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

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

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

Both approaches are designed to be tailored to the needs of the children through the St. Luke's C of E Writing Teacher Assessment Framework and ongoing assessment.

Non-Fiction Modules:

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

Fiction modules:

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

Poetry:

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

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

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

Literacy Modules – Year Reception

Literacy Modules – Year Reception												
	Term 1			Term 2			Term 3					
Narrative	Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)			Traditional Tales – Children’s Classical Literature (6 weeks – or 2 + 2 + 2 weeks)			Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)					
Suggested final written outcome	Sequencing with pictures and captions retell the stories of The Little Red Hen, 3 Little Pigs & Goldilocks and the 3 bears			Sequencing with pictures and captions, write sentences to retell the stories of The Very Hungry Caterpillar, The Tiger who came to Tea and The Great Race.			Sequencing with pictures and captions, write sentences to retell the stories of The Enormous Turnip and Jack and the Beanstalk.					
Non- fiction	Instruction sentences (1 Week)	Fact Files/Pages (2 Weeks)	Posters (2 Weeks)	Instruction sentences (2 Week)	Diary sentences (1 Week)	Information sentences (1 Week)	Instruction sentences (2 Week)	Fact Files/Pages (2 Weeks)	Description sentences (2 Weeks)			
Suggested final written outcome	Write instruction sentences using Pumpkin Soup on how to make Pumpkin soup.	Using Sharing a Shell , label Sea creatures. Fact sentences/captions about owls based on Owl Babies .	Wanted poster for the Gingerbread man based on The Gingerbread Man . A lost poster for the Stick Man, based on Stick Man .	‘Take One Book/Clip’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Write instruction sentences using Mr. Wolf’s Pancakes on how to make pancakes. Write a set of instructions on how to make a fruit salad based on Handa’s Surprise .	Write a diary sentences in the form of a diary based on the adventures of The Naughty Bus .	Write information sentences and sentences that show the life-cycle of a butterfly from a caterpillar based upon The Very Hungry Caterpillar .	‘Take One Book/Clip’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Write instruction sentences using Sunflowers on how to grow a sunflower. Write a set of instructions on how to be a park-keeper based on Percy the Park Keeper .	Using Flip Flap Dinosaurs , create their own dinosaurs and create fact sentences about it. Fact sentences/captions about Dinosaurs based on First Dinosaur Encyclopedia , to create a class book.	Describe dinosaurs using simple description sentences based upon Dinosaur Roar . Describe what is in Grandpa’s Garden from Oliver’s Vegetables .	‘Take One Book/Clip’ (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Other	Letters (2 weeks)				Fact Files (1 Week)	Poster (1 Week)	Rhyme (1 Week)		Rhyme (1 Week)	Letters (1 Week)		
Suggested outcome	Using Goldilocks and the 3 Bears , write apology letters from Goldilocks to the 3 bears. Using The Jolly Christmas Postman , write letters to Father Christmas.			Create fact sentences about Mini-beasts using Mad About Mini-Beasts .	Write a wanted poster using description for the troll using The 3 Billy Goats Gruff .	Invent their own rhyming sentences based on Oi Frog!	Invent their own rhyming sentences based on The Worrysaurus!	Write a letter to a dinosaur asking them to not take your underpants based on Dinosaurs Love Underpants .				

English Modules – Year 1

Term 1		Term 2		Term 3					
Narrative	Stories with predictable phrasing (4 weeks – or 2 + 2 weeks)	'Take One Book/Clip' (1 or 2 weeks)	Contemporary fiction – stories reflecting children's own experience (4 weeks – or 2 + 2 weeks)		'Take One Book/Clip' (1 or 2 weeks)	Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)			
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories using Who will I see and What the Ladybird heard .		Write a series of sentences to retell events based on experiences using Journey and The Way Back Home .			Write a re-telling of a traditional story.			
Non- fiction	Labels, lists and captions 1 week		Instruction Sentences 2 weeks	Fact Pages 2 weeks		Retell Events 2 weeks - or 1 + 1 week	Information Sentences 2 weeks	Information Sentences 2 weeks	
Suggested final written outcome	Write labels and sentences for an in-class exhibition/science display linked to weather and weather symbols .		Following a practical experience, write bossy/instruction sentences for a simple recipe using Pass the Jam Jim .	Write a series of sentences to describe aspects of Christopher Columbus (History Heroes) ,		Write simple first person retelling based on personal experience, using simple adverbs of time to aid sequencing the story of Neil Armstrong (Little People Big Dreams)	A simple report with a series of descriptive sentences to describe aspects of The Lighthouse Keepers Lunch .	Draw pictures to illustrate a simple process of plants growing and prepare several sentences to support the explanation, using The Tiny Seed by Eric Carle .	
	Fact Pages 2 weeks	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term			One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term				One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
	Write a series of sentences to describe aspects of the Gunpowder plot .								
Other	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)	Vocabulary building (1 week)	Take One Poet – poetry appreciation (1 week)			
Suggested outcome	Write an up-levelled, sentences the Y1 TAF linked to the seasons and weather .	Write and recite poetry based linked to bonfire night .	Write an up-levelled, sentences the Y1 TAF.	Recite familiar poems by heart. Not read, write and perform free verse	Write an up-levelled, sentences the Y1 TAF.	Personal responses to poetry – Shirley Hughes (Out and About)			

English Modules – Year 2

	Term 1			Term 2		Term 3				
Narrative	Traditional Tales (3 weeks)			Traditional Tales - Fairy tales (3 weeks)		Innovate a familiar story (3 weeks)				
Suggested final written outcome	Write a re-telling of a traditional story based upon 'How Rabbit Stole the Fire' .			Use a familiar story as a model to innovate a new story based on 'You Choose' . Incorporate description, lists, conjunctions and aspects of the Y2 TAF.		The inside cover shows a letter from Traction Man's owner to Santa, explaining that his old Traction Man had a 'Terrible Parachute Accident' or write a story about this to explain what happened/ Innovate the story with a different toy or object.				
Non- fiction	Instruction Sentences (2 weeks)	Retell (2 weeks)	Letters & Postcards (2 Weeks)	Retell (2 weeks)	Real life stories (2 weeks)	Information sentences 3 weeks	Promote a Product (2 weeks)			
Suggested final written outcome	Following a practical experience, write up instruction sentences for making marmalade sandwiches .	Write first person sentences about the Great Fire of London , using adverbs of time to aid sequencing, and maintaining consistency in tense and person.	In the style of Paddington , write postcards to Aunt Lucy in Peru, of his time in London.	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Assemble sentences on a subject, sorting and categorising information; use comparative language to describe and differentiate about oceans and sea life .	Writing sentences to inform others about Walter Tull's life and achievements.	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Writing sentences to inform others about 'Traction Man' by reporting what happened.	Writing sentences to persuade people to buy traction man .	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Other	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)			Vocabulary building (2 week)	Structure – riddles (2 week)		Vocabulary building (2 weeks)	Take one poet – poetry appreciation (1 week)	
Suggested outcome	Write an up-levelled, vivid setting/character description of Paddington using the Y2 TAF.	Write own calligrams based on Fire .			Write an up-levelled, vivid setting/character description using the Y2 TAF.	Read and write riddles using simile and ENP about sea creatures and the oceans .		Create descriptive character profiles for all of the characters in Traction Man , including the boy and his family.	Personal responses to poetry Recite familiar poems by heart	

English Modules – Year 3

English Modules – Year 3							
	Term 1			Term 2		Term 3	
Narrative	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (3 weeks)			Adventure stories (4 weeks)		Myths and Fables (3 weeks)	
Suggested final written outcome	A single extended narrative, or several narratives on a similar theme e.g. each developing a key narrative technique based upon 'Stone Age Boy' or create their own portal story.			Write an adventure story, focusing on plot of Beowulf .		Write their own Norse myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech, dialogue and action.	
Non- fiction	Newspaper Recount (2 Weeks)	Instructions (2 weeks)	Diary Entry (2 week)	Explanations (2 weeks)	Non- Chronological report (2 weeks)	Persuasive Advert (2 weeks)	Non- Chronological report (2 weeks)
Suggested final written outcome	Write a newspaper article based upon the story of 'Stone Age Boy'.	Detailed instructions with clear introduction and conclusion based upon 'How to Wash a Wolly Mammoth'.	In the style of a diary entry, write a descriptive recount by the characters in 'Stone Age Boy'.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively, based upon the conservation of Bees .	Provide information about Anglo-Saxons , organised in a way that prioritises clarity and reader engagement.	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Other	Vocabulary building (2 weeks)	Structure – limericks (1 week)		Vocabulary building (1 week)	Structure – haiku, tanka and kennings (2 weeks)	Vocabulary building (1 week)	Descriptive Dragon Poetry (2 weeks)
Suggested outcome	Write an up-levelled, vivid setting/character description using the Y3 TAF.	Recite and write familiar limericks by heart.		Write an up-levelled, vivid setting/character description using the Y3 TAF.	Read and write haiku, tanka and kennings to describe Grendell .	Write an up-levelled, vivid setting/character description using the Y3 TAF.	Write short, descriptive poems based upon dragons which are learned and performed..

'Take One Book/Clip' (1 or 2 weeks)

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

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English Modules – Year 4

English Modules – Year 4										
	Term 1				Term 2					
Narrative	Traditional Tales - Myths (quests) (3 weeks)				Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (3 weeks)				A story/stories with a theme (4 weeks)	
Suggested final written outcome	Write their own Roman myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.				A single extended first person narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique based upon the body's digestive system .				'Great Kapok Tree': A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique	
Non- fiction	Non-Chronological report (2 weeks)	Newspaper Recount (2 Weeks)	Diary Entry (2 week)	Persuasion – Balanced Argument & Persuasive Letter (4 weeks)	Non- Chronological report (2 weeks)	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		Persuasive Letter 2 weeks	Explanation 3 weeks	'Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	Provide information about Life in Ancient Rome , organised in a way that prioritises clarity and reader engagement.	Write a newspaper article based upon the story of 'Escape from Pompeii'.	In the style of a diary entry, write a descriptive recount by the characters in 'Escape from Pompeii'.	Consider different sides of an argument and decide on a course of action, summarising your reasons in balanced argument and then into a formal letter about pollution to the Prime Minister.	Provide information about Mountains and Rivers , organised in a way that prioritises clarity and reader engagement.			Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter about deforestation .	Create a flowchart to explain the process of how Chocolate is made ; use the notes to write an explanation using an impersonal style.	
Other	Vocabulary building (2 weeks)		Structure – riddles (1 week)	Vocabulary building (1 week)	Structure– narrative poetry (2 weeks)	Vocabulary building (2 week)				
Suggested outcome	Write an up-levelled, vivid setting/character description using the Y4 TAF.		Read and write riddles about Roman Gods .	Write an up-levelled, vivid setting/character description using the Y4 TAF.	Write and recite a narrative poem about the Water Cycle .	Write an up-levelled, vivid setting/character description using the Y4 TAF.				

English Modules – Year 5

English Modules – Year 5									
	Term 1			Term 2			Term 3		
Narrative	Traditional Tales - Myths (quests) (3 weeks)			Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)			Suspense and mystery (3 weeks)		
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.			'Egyptian Cinderella' - A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique			Develop skills of building up atmosphere in writing e.g. passages building up tension		
Non- fiction	Biography (2 weeks)	Non-Chron Report (2 weeks)	Recount (2 weeks)	Persuasion (2 weeks)	Instructions (2 weeks)	Explanation (2 weeks)	Persuasive Letters (3 weeks)	Biography (2 Weeks)	'Take One Book/Clip'
Suggested final written outcome	Compose a biography based on Charles Darwin .	Provide information about Greek Gods , organised in a way that prioritises clarity and reader engagement.	In the style of a diary entry, write a descriptive recount by Charles Darwin .	Formulate a persuasive holiday brochure for visiting the Great Pyramids of Giza .	Detailed instructions with clear introduction and conclusion about the mummification process .	Write an informative explanation text which outlines the process of a volcanic eruption .	Write two persuasive letters. One in a formal style from Anne Boleyn and an informal reply from the executioner.	Compose a biography based on Henry VII .	(1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Other	Vocabulary building (1 week)	Structure – cinquain (1 week)		Vocabulary building (1 week)	Structure – spoken word poetry/rap (2 weeks)	Vocabulary building (1 week)			
Suggested outcome	Write an up-levelled, vivid setting/character description using the Y5 TAF.	Read and respond to cinquains. Experiment with writing their own.		Write an up-levelled, vivid setting/character description using the Y5 TAF.	Listen to, read and respond to raps. Experiment with writing their own.	Write an up-levelled, vivid setting/character description using the Y5 TAF.			

English Modules – Year 6

English Modules – Year 6									
Term 1				Term 2				Term 3	
Narrative	Adventure Stories (3 weeks)			Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (3 weeks)		Fiction Genres (4 weeks)		Take One Book/Clip' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term
Suggested final written outcome	'Nowhere Emporium' - Reflect on the main character of the story from different viewpoints. Re-tell the story from several different perspectives.				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique		'The Whale' - A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique		
Non-fiction	Non-Chron Report (2 weeks)	Biography (2 weeks)	Recount (2 weeks)		Persuasion: Balanced Argument & Persuasive Letter (3 weeks)	Diary Recount (2 weeks)	Recounts (3 weeks)	Balanced Argument (2 weeks)	
Suggested final written outcome	Provide information about Victorian Crime & Punishment , organised in a way that prioritises clarity and reader engagement.	Write in role, adapting distinctive voices, for Queen Victoria through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. newspaper obituary	In the style of a diary entry, write a descriptive recount about the date of Queen Victoria's Coronation Day .		Construct an argument to Evacuate Children in full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	In the style of diary entries, write a descriptive recount written by an Evacuee and the Evacuee's home-stay family . Show contrast in written styles.	Write in role, adapting distinctive voice of the characters from The Whale in a Diary Recount. Write a blog entry based upon the experiences of the children in the narrative – The Whale .	A series of arguments, for and against, on The Windrush Generation .	
Other	Vocabulary building (1 week)				Vocabulary building (1 week)	Descriptive Piece (2 week)	Take one poet - Poetry appreciation of Benjamin Zephaniah (2 weeks)		
Suggested outcome	Write an up-levelled, vivid setting/character description using the Y6 TAF.			Write an up-levelled, vivid setting/character description using the Y6 TAF.	Using L, W & W, write an up-levelled piece of Evacuee Lucy through the Wardrobe .	Research the poet. Personal responses to poetry and recite familiar poems by heart.			



St. Luke's C of E Primary School Writing Assessment Framework & Medium Term Planning Documentation

Year 1 – Year 6 2021-22

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

Stage One

Blue = National curriculum objectives

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

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

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

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

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

