



Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base and Tree Acre
(Early Years Inclusion Hub)

WRITING POLICY

Aims:

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and skilful writers
- To develop the skills to write for a wide range of purposes and in a wide range of genres.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit to improve their own writing.
- Give individual writing targets.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Curriculum Organisation

In the Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. In Key Stage 1 and 2 writing skills are delivered through the specific area of English and applied and enhanced in cross-curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics (See Early Reading Policy) and grammar so that children learn what they need to know in a systematic way. At least 5 hours of English is delivered each week with spelling and handwriting skills taught in daily short sessions.

Our teaching is planned from the National Curriculum and Development Matters in the Early Years. We plan English sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week is set aside for independent reading and writing when this is appropriate.

We make clear to children the qualities and success criteria we are looking for in their work.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

We use a whole school approach to teaching English:

LITERACY TREE:

Literacy Tree is a complete, book-based platform for primary schools, which is based around our 'Teach Through a Text' pedagogy, covers and embeds all National Curriculum requirements and places audience and purpose at the core.

Literacy Tree's primary focus through its book-based pedagogy is to motivate children to write for a range of audiences and purposes using high-quality, diverse children's literature by significant authors. We do this by helping schools immerse children in a range of literary worlds and themes, heightening engagement and creating curiosity through process drama, discussion and debate. This allows them to see themselves represented and explore the lives and experiences of others.

There are different sections which are taught together to create a whole school English scheme of work. It is consistent across all year groups. The sections are as follows:

Writing Roots are book-based planning sequences providing comprehensive curriculum coverage, engaging children to write with a clear audience and purpose. This forms the backbone of our 'Teach Through a Text' pedagogy.

Teachers will plan and deliver Writing Roots units and use the appropriate resources. Teachers will have access to all texts taught and should share these with the class each lesson.

Vocabulary Vines are a support source to the Writing Roots and Spelling Seeds. They are explicitly identifying vocabulary from the book and providing additional opportunities for paired, small group and whole class experimentation with this vocabulary in context. Vocabulary Vines further complement spelling development too through exploration of the morphology (word structure) and etymology (origins) of words. They also provide oracy opportunities through a focus on talk tasks and on oral sentence construction. They are designed for short burst oral and vocabulary development

Literary Leaves enhance reading comprehension with sequenced activities that guide children through whole books, creating critical readers. These use novels, poetry collections, and high-quality non-fiction books connected to Writing Roots through Literary Themes. (*see reading policy for more detail*)

Spellings:

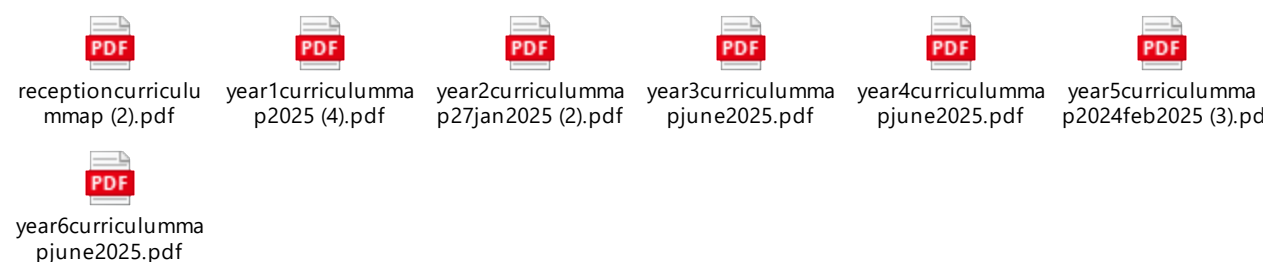
KS2 will continue to use Oxford Owl to teach spellings from the Read, Write, Inc programme. Pupils will be taught spellings twice a week.

In Early Years and Key Stage 1, Ruth Miskin's Read, Write Inc. Phonics program is delivered to support the learning of phonics for early reading and writing skills.

Following on from this, as pupils complete the phonic programme, they move onto Spelling Seeds.

All pupils are now using LEXIA to further support spellings, grammar and comprehension.

See curriculum maps below for books and genres covered in each year group:



Punctuation and Grammar are taught through the Writing Root lessons. All classes are required to have the relevant word classes displayed in their classroom. Expected coverage is as follows:

YEAR ONE Grammar coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple coordinating conjunctions : <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration : <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives , adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction " and "	Use a capital letter for " I "	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions : <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use adverbs of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we have</i> <i>he/she has</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks

	<i>I/you/we <u>do</u> he/she <u>does</u> I <u>am</u> you/we <u>are</u> he/she <u>is</u></i>				
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in “-ly”		
Spelling		Sentence/grammar lessons			
Singular and plural (+ “-s” or “-es”)		Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>			
Conjunctions (<i>and, but, then, so</i>)		Write a simple sentence starting with a proper noun			
Adjectives (non-gradable) – colour, size, age		Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>			
Pronouns (<i>I, he, she, you</i>)		Write a simple sentence but add an adjective – <i>He has a red ball.</i>			
Common nouns		Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>			
Proper nouns – own names/days of the week		Write a simple sentence with a regular simple past tense verb (adding -ed) – <i>He worked in the classroom.</i>			
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”		Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>			
Verbs: Present tense for “to be”, “to do” and “to have” (<i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i>)		Use capital letters at the beginning of a sentence and full stops			
Connectives of sequence (<i>first, second, last, next, then</i>)		Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (<i>I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u></i>)			
Determiners (<i>the, a, my, your, an, this, that, his, her, some, all</i>)		Write a question with a question mark			
Simple adverbs ending in “-ly” (<i>nicely, madly</i>)		Write a word/phrase or sentence with an exclamation mark			
Prefix “un-” (<i>happy – unhappy, kind – unkind, tie – untie</i>)		Capital letters – “I”, proper nouns, days of the week			
Comparative and superlative adjectives where you add “-er” or “-est”		Changing general nouns to specific nouns, eg, “car” to “Ferrari”			
Prepositions		How to use prepositions in a sentence			
Days of the week		Alliteration			
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.		Similes			
		Write a sentence using “and”			

YEAR TWO Grammar coverage			
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)	Coordinating conjunctions to create a compound sentence: <i>or and but</i>	Command, using the imperative form of a verb: <i>give... take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>when if that because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>

Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)	Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i>	Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i>
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.
Spelling		Sentence/ grammar lessons	
Suffixes Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est” Compound nouns Noun + noun = compound noun Adjective + noun = compound noun Adding “-ly” Making an adjective into an adverb Conjunctions <i>or, and, but, when, because, if, that</i> Prepositions <i>behind, above, along, before, between, after</i> Generalisers/determiners <i>most, much, more, many, some, all</i> Verbs “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i> Time conjunction <i>next, last, later</i> Pronouns <i>I, he, she, we, they, it, you</i> Questions <i>what, where, when, who, how</i> It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.		To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence To identify imperative verbs and use these in a command – <i>Give me that pen.</i> Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i> To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i> Write a statement of fact with a capital letter and full stop Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark Write a short sentence with an exclamation mark Poems using alliteration to describe either a picture or a painting. Inverted commas: put the spoken word into inverted commas and start with a capital letter. Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i> Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i> Prepositional phrases – <i>under the carpet..., above the whiteboard...</i> Time conjunctions – <i>next, last, later</i> Developing similes using the word “like” Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb Commas to separate lists Alliteration: verb + noun – <i>dancing dolphins</i> Apostrophes of omission	

	Write two simple sentences and join them together with “and”, “but” or “or” Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i>
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YEAR THREE Grammar coverage					
Formation of nouns using prefixes: auto- anti- super- under-	Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i>	Exaggerated language: <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	Pronouns – To know the difference between the subject and object with the personal pronoun	Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Consonants and vowels – Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age.</i> <i>The species has many unusual features for a feline.</i>	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs – Use irregular simple past-tense verbs <i>awake – awoke</i> <i>blow – blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet</i>	The difference between a phrase and a clause	Verbs – Past perfect: “had” + past participle
Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i>	Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until</i> <i>although</i> <i>even if</i>	Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare</i> <i>pear – pair</i>
Expressing time, place and cause using adverbs: <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling			Sentence/ grammar lessons		
Word families Prefixes – <i>auto-, anti-, super-, under-</i> Conjunctions – <i>when, before, after, while, so, because</i> Adverbs – <i>then, next, soon</i>			Inverted commas Verbs – present perfect and past perfect Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)		

Synonyms for verbs to create more powerful vocabulary Prepositions – <i>next, though, during, throughout</i> Homophones Quantifiers Plurals ending in “f” and “-fe” Plurals ending in “-sh”, “-ch”, “x”, “z”, “s” Irregular past-tense verbs Possessive adjectives Exaggerated language Adverbs ending in “-ly” It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Pattern of three and exaggerated language for persuasion Complex sentences using: <i>until, although, even if</i>. The conjunction is found in the middle of the sentence. Compound sentences using: <i>and, but, for, yet, nor, so, or</i> Difference between clause and phrase Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>) Personal pronouns (subject and object) and where to use them in the sentence Specific and technical vocabulary Knowing when to use “a” and “an” Identify all the word classes of a simple sentence Identify the subject of the sentence Inverted commas
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Anything written in red is statutory requirement and must be taught.

YEAR FOUR Grammar coverage				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i>	Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i>	Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	Drop-in clause with an “-ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: <i>Changing The teacher to The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in “y”: change the “y” to an “i” and add “-es” <i>carry – carries</i>	Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”	Verbs – Past perfect continuous: “had” + past participle + “-ing”	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”
Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in “-ed”: <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i>				

Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.			
Spelling		Sentence/ grammar lessons	
Plural nouns of words ending in "o" Specific determiners Synonyms for verbs Progressive/continuous verbs Modal verbs Proper nouns – names of people, places, titles, languages, months and days Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-" Adjectives ending in "-ed" Verbs ending in "y": change "y" to "i" and add "-es" Noun plurals ending in "y": change "y" to "i" and add "-es" Comparative and superlative adjectives ending in "y": <i>happy – happier – happiest</i> Prepositions Compound nouns using hyphens Specific determiners Possessive pronouns It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.		Possessive apostrophe for singular and regular plurals Informal and formal language Expanded noun phrases Fronted adverbials Inverted commas Use of pronouns for cohesion and to avoid repetition How to use specific determiners Past perfect continuous tense Change verbs in a sentence to give greater effect Starting a sentence with an "-ing" verb Write a drop-in clause with an "-ing" verb Modal verbs Know the difference between a preposition and an adverb Compound sentences Start a sentence with a preposition and a comma Repetition to persuade Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction How to use possessive pronouns	

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YEAR FIVE Grammar coverage					
Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors
Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	Dashes for parenthesis	Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Drop-in "-ed" clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Future tense verbs	Rhetorical questions
Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i>	Commas for parenthesis	Conjunctions to build cohesions: - Exemplification - Results	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing,</i>	Onomatopoeia	Personification

		- To summarise - To sequence	<i>no-one, everything, anything, nothing</i>		
Indicating degrees of possibility using adverbs : <i>perhaps, surely</i>	Relative pronouns : <i>who, which, that, whom, whose</i>	Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)	Colons for play scripts and to start a list	Secure use of compound sentences
Embellishing simple sentences	Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i>	Speech in inverted commas		Modal verbs
Spelling			Sentence/ grammar Lessons		
Suffixes “-ate”, “-ise”, “-ify” Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-” Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with “-ed” Relative pronouns Indefinite pronouns Technical language It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.			Modal verbs of possibility and obligation Embellishing simple sentences Brackets for parenthesis Commas for parenthesis Dashes/hyphens for parenthesis Expanding phrases starting with an adjective and ending in “-ed” – <i>Frightened and confused, Tom...</i> Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning Relative clauses to add detail Colons Compound sentences Complex sentences starting with a subordinate clause and separating the subordinate clause Onomatopoeia Metaphors Personification Rhetorical questions Future tenses Moving words, phrases and clauses in a sentence to create different effects Editing sentences to either minimise or expand How to use indefinite pronouns		

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Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i>	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Semicolons to demarcate within a list	Simple sentences and how to embellish them	Modal verbs
Abstract nouns	Repetition for effect: persuasion, suspense, emphasis	Colon and bullet points for a list	Alliteration	Consolidating compound sentences and coordinating conjunctions	Auxiliary verbs
Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	Conjunctions to signpost and create cohesion within a text: - order of sequence - time - conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise	Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	Similes	Complex sentences and subordinate conjunctions	Tense (past, present and future)
Antonyms: using prefixes	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the subject and object of the sentence	Metaphors	Combining complex and compound clauses to create a sentence	Pronouns: relative and possessive
Collective nouns	Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses
The difference between passive and active sentence and when to use the passive	Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Antonyms to create different effects in sentences	Fronted adverbials	Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase	Determiners and generalisers
Imperative verb					

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Spelling	Sentence/ grammar lessons
Antonyms Synonyms Informal and formal language Conjunctions Connectives	Fronted adverbials Expanded noun phrases Determiners and generalisers Imperatives Semicolons Colons Bullet points Dashes Passive and active sentences

Relative pronouns	Informal and formal language
Possessive pronouns	Rhetorical questions
Hyphens for compound nouns	Personification
Collective nouns	Metaphors
Modal verbs	Alliteration
Abstract nouns	Similes
Imperative verbs	Compound sentences
	Complex sentences
	Combining complex and compound clauses
	Relative clauses to create complex sentences
	Pronouns – relative and possessive
	Ellipses
	Relative clauses
	Subject and object of the sentence
	Layout devices (could also be used in guided reading)
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Past tense
	Present tense
	Future tense
	Auxiliary verbs
	Modal verbs
	Embellishing simple sentences
	Repetition for effect
	Inverted commas

Independent Whole School writing

After each completed Literacy Tree unit, teachers will set an independent writing task specific to their class and linked to the Literacy Tree unit covered. This will then be uploaded onto seesaw for moderation purposes.

Cross-Curricular Writing

Being able to apply writing skills in a range of contexts across all subjects is key to the success of our pupils as writers. Teachers will plan opportunities for our pupils to write in other subjects such as Science, History and PHSE in the same depth and with the same level of skill which we would expect to see in their coid writing. The contexts can be broad from story writing, recounts, diary entries, explanations and therefore covering the range of writing genres. These pieces of work may be used as part of the monitoring process to assess a pupil's writing attainment along with the whole school writing tasks. Teachers will plan an independent cross-curricular piece of writing for each half term. This will be uploaded to seesaw for moderation purposes.

Caslon's Non-Negotiables of Writing

Teaching:

- Teaching must be done daily for at least 45 minutes.
- Units from Literacy Tree are to be used and adapted where necessary.
- School power points are to be used to teach from daily
- Teachers must model high quality writing and thinking aloud to demonstrate how they construct their writing.
- Pupils must be allowed independent writing time.
- Twice weekly spelling sessions.
- Weekly handwriting sessions (See Kinetic letters Policy)

Marking:

- Pupils mark and edit with their turquoise pens. Initial work is to be presented in pencil (year 6 can earn a pen license)
- Teachers are to mark in green
- At the end of a completed piece of writing, teachers must mark for the children to respond and edit (see marking policy and example)
- Time for children to respond to feedback must be given. Children will respond using a turquoise editing pen.

Displays:

- Whole school Literacy Tree will be displayed in each classroom.
- Writing Roots, Spelling Seeds, Vocabulary Vines and Literacy Leaves are to be updated on the display for each new unit.
- Working walls should provide a record of features of writing taught through English lessons.
- Grammar word classes are displayed in each classroom and referred to when teaching.

Read Write Inc. Spelling Year 2

Curriculum in England matching chart

National Curriculum English programmes of study Year 2	<i>Read Write Inc. Spelling</i>
Reading – word reading	
Pupils should be taught to:	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
Writing – transcription	
Pupils should be taught to:	
Spell by:	
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Throughout programme.
Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Throughout programme.
Learning to spell common exception words.	Word banks online. <i>Jumping Red words</i> – every unit.
Learning to spell more words with contracted forms.	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
Learning the possessive apostrophe (singular).	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
Distinguishing between homophones and near-homophones.	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix –ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix –ness 1 (p.19) and adding the suffix –ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix –ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix –less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix –ly (p.20).
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

English Appendix 1: Spelling Year 2 content	<i>Read Write Inc. Spelling</i>
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The j sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft c .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The n sound spelt kn and gn .
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The r sound spelt wr .
The /l/ or /əl/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in –le .
The /l/ or /əl/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in –el .
The /l/ or /əl/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in –al .
Words ending –il.	Year 2B Special Focus 3 Words ending in –il and words where s makes the zh sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The igh sound spelt y .
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix –es (where the root word ends in y).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix –ed (2) (swapping y for i). Year 2B Unit 3 Adding the suffixes –er or –est (2) (swapping y for i).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix –y (2) (to words ending in e). Year 2A Unit 9 Adding the suffix –ing (2) (to words ending in e or ie). Year 2A Unit 14 Adding the suffix –ed (3) (dropping e to add –ed , and revision of doubling final consonant and swapping y for i). Year 2B Unit 2 Adding the suffixes –er or –est (1) (words where no change is needed; words ending in e).

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	Year 2A Unit 3 Adding the suffix –y (1) <i>(to words ending in a short vowel and a consonant).</i> Year 2A Unit 8 Adding the suffix –ing (1) <i>(to words ending in a short vowel and a consonant).</i> Year 2B Unit 4 Adding the suffixes –er or –est (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant).</i>
The /ɔ:/ sound spelt a before l and ll.	Year 2A Unit 1 The or sound spelt a before l and ll .
The /ʌ/ sound spelt o.	Year 2A Special Focus 6 The u sound spelt o , and the or sound spelt ar after w .
The /i:/ sound spelt –ey.	Year 2B Unit 5 The ee sound spelt ey .
The /ɒ/ sound spelt a after w and qu.	Year 2A Unit 11 The o sound spelt a after w and qu .
The /ɜ:/ sound spelt or after w.	Year 2B Special Focus 5 The ir sound spelt or after w .
The /ɔ:/ sound spelt ar after w.	Year 2A Special Focus 6 The u sound spelt o , and the or sound spelt ar after w .
The /z/ sound spelt s.	Year 2B Special Focus 3 Words ending in –il and words where s makes the zh sound.
The suffixes –ment, –ness, –ful, –less and –ly.	Year 2A Unit 5, –ly Adding the suffix –ly <i>(to words to make adverbs).</i> Year 2B Unit 6, –ness (1) Adding the suffix –ness (1) <i>(adding to a root word with no change to the root word).</i> Year 2B Unit 7, –ness (2) Adding the suffix –ness (2) <i>(swapping y to i).</i> Year 2B Unit 11, –ful Adding the suffix –ful Year 2B Unit 12, –less Adding the suffix –less . Year 2B Unit 13, –ment Adding the suffix –ment .
Contractions.	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and apostrophes.
Possessive apostrophe (singular nouns).	Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
Words ending in –tion.	Year 2B Unit 14 Words ending in –tion .
Homophones and near-homophones.	Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
Common exception words.	Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .

Read Write Inc. Spelling Years 3–4

Curriculum in England matching chart

National Curriculum English programmes of study Year 3/4	<i>Read Write Inc. Spelling</i>
Reading - word reading	
<i>Pupils should be taught to:</i>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

English Appendix 1: Spelling Years 3 and 4 content	<i>Read Write Inc. Spelling</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter y
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short <i>u</i> sound spelt ou
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis Year 4 Unit 12 (ir-) Adding ir- to words beginning with r
The suffix –ation	Year 3 Unit 6 Adding -ation to verbs to form nouns

The suffix –ly	Year 3 Unit 4 Adding the suffix -ly (to adjectives to form adverbs) Year 4 Unit 4 Adding the suffix -ly (to adjectives to form adverbs)
Words with endings sounding like /zə/ or /tʃə/	Year 3 Unit 5 Words ending in –ture Year 4 Unit 2 Words ending in zhuh spelt -sure
Endings which sound like /zən/	Year 4 Unit 9 Words ending in zhun spelt -sion
The suffix –ous	Year 3 Unit 3 Adding the suffix -ous Year 4 Unit 7 Words ending in -ous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs) Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub-
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the c sound spelt ch
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the sh sound spelt ch
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the s sound spelt sc
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

Read Write Inc. Spelling Years 5–6

Curriculum in England matching chart

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Spelling
Reading - word reading	
Pupils should be taught to:	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
Writing - transcription	
Spelling (see English Appendix 1)	
Pupils should be taught to:	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt –cious or –tious.	Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious

Endings which sound like /fəl/.	Year 5 Unit 12 Words ending in shul spelt -cial or -tial
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant, -ance and -ancy
Words ending in –able and –ible.	Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able
Words ending in –ably and –ibly.	Year 5 Unit 5 Words ending in -ibly and -ably Year 6 Unit 10 Words ending in -ible and -able
Adding suffixes beginning with vowel letters to words ending in –fer.	Year 6 Unit 4 Suffixes (4) (<i>adding suffixes beginning with a vowel</i>)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The ee sound spelt ei Year 6 Unit 9 The spellings ei and ie
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string ough Year 6 Special focus 1 Words containing the letter-string ough
Words with ‘silent’ letters.	Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t Year 6 Unit 8 Silent letters (<i>silent k, g, l, n</i>)
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words) Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words) Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.