

The St Peter's Writing Journey

Writing Workshop
Tuesday 5th March 2024



Agenda for today:

- Writing Overview for Reception to Year 6
- Marking codes
- Assessment grids
- Sentence progression
- Example learning journey for unit of work
- Spelling Shed
- Handwriting – Letter-join
- How we celebrate writing
- How you can help at home



Writing Overview for Reception

	This is me!	Under the stars	Paws, claws and whiskers	Our wonderful world	Let it Grow!	Splash!
Reception	<u>Writing</u> Name writing Starting to write recognisable letters linked to phonics knowledge Pen disco – letter formation	<u>Writing</u> Name writing initial sounds Pen disco – letter formation CVC words Christmas card inserts labels	<u>Writing</u> Pen disco – letter formation Start spelling words by identifying sounds in them and representing the sounds with a letter or letters Begin to write phrases	<u>Writing</u> Pen disco – letter formation Fact writing List writing	<u>Writing</u> Pen disco – letter formation Write simple phrases and sentences that can be read by others	<u>Writing</u> Pen disco – letter formation Start using capital letters, finger spaces and full stops in sentence writing Letter writing to new teacher

Year 1 Writing Overview

	What is it like here? Seasonal changes Inform	How am I making History? Materials– everyday materials Entertain	What is the weather like in the UK? Sensitive bodies Entertain	How have explorers changed the world? Comparing animals Inform	What is it like to live in Shanghai? introduction to plants Inform	How have toys changed? Making connections Entertain
Year 1 Inform Entertain	Labels– The leaf thief by Alice Hemming Lists Captions Fiction Focus Book: Coming to England Task: Caption writing, linking to BHM.	Instructions of how to make a slider– linking to DT topic, Description of favourite toy Fiction Focus: Book: Dogger. S Hughes. Book: Lost and Found by O Jeffers. Repetitive phrase story e.g That's not my? Fiction Focus Book: That's not my.... Task: Write story	Setting description Traditional tales Character description Traditional tales Poetry Fiction Focus Book: A First Poetry Book by Pie Corbett Task: Senses poetry Book: Little Red Riding hood	Recount about trip Non–chronological report about explorers– Against the odd: The incredible struggles of 20 great explorers– Non fiction Fiction Focus: Book: The selfish crocodile Task: Write story	Instructions of how to look after a plant/ how to plant a plant etc. Non–chronological report about living in Shanghai– A world of cities by ~James Brown– Non fiction Fiction Focus Book: Oliver's Vegetables Task: Write story	Poetry (shared poetry) Non–chronological report about old toys. Toys and Games by Sally Hewitt– Non fiction Fiction Focus Book: Kipper's toolbox Task: Write story


Year 2 Writing Overview

	Why is our world wonderful? Living things habitats Entertain/Inform	How was school different in the past? Living things microhabitats Entertain/Inform	Would you prefer to live in a hot/cold place? -Materials- use of everyday materials Entertain/Inform	What is a monarch? Life cycles and health Entertain/Inform	What is it like to live by the coast? Plants, plant growth Entertain/Inform	How did we learn to fly? Making connections Entertain/Inform
Year 2 Inform Entertain	Letter – Dear Earth– thanking Earth for everything. Poem– Using verbs and adjectives. My Friend Earth. Non-chronological report about a country of the United Kingdom Fiction Focus: Stimulus – Dear Earth by Isabel Otter, My Friend Earth by Patricia MacLachlan	Non-chronological report about Minibeasts. . Instructions – How to make baby bear's chair? Fiction Focus: Stimulus – Superworm by Julia Donadson Task – Story	Fiction focus – The Great Explorer by Chris Judge Task – Story. Letter – writing to Australia about our climate.	Non-chronological report / leaflet – about Windsor Castle Diary entry as King Charles III (1 week) Recount of trip to Windsor Castle Fiction focus: The King's hats by Sheila May Bird.	Letter to inform about the seaside. Leaflet about how to grow and look after plants. Non-fiction text. Fiction Focus: Jack and the beanstalk. Stimulus – Task – Story	Non-Chronological report about 'The Wright Brothers' Instructions about how to make a paper aeroplane. Poetry (rhyming poem) – Fiction Focus: Paper Planes by Jim Helmore Task – Story

Year 3 Writing Overview

	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Animals: Movement and nutrition</p> <p>Entertain/Inform</p>	<p>Why do people live near volcanoes?</p> <p>Forces and space: Forces and magnets</p> <p>Inform/Entertain</p>	<p>Why are rainforests important to us?</p> <p>Materials: Rocks and soil</p> <p>Persuasive/Entertain</p>	<p>What did the ancient Egyptians believe?</p> <p>Energy: Light and shadows</p> <p>Inform/Entertain</p>	<p>Are all settlements the same?</p> <p>Plants: Plant reproduction</p> <p>Inform/Entertain</p>	<p>Why did the Romans settle in Britain?</p> <p>Making connections</p> <p>Inform/Persuade/Entertain</p>
<p>Year 3</p> <p>Inform</p> <p>Entertain</p> <p>Persuade</p>	<p>Story retelling (Stone Age Boy)</p> <p>Set of instructions (How to Wash a Woolly Mammoth)</p> <p>Bullet points and paragraphs (The Secrets of StoneHenge)</p> <p>Fiction Focus: Book – Stone Age Boy Task – Story retelling</p> <p>Book – How to Wash a Woolly Mammoth Task – Instructions</p>	<p>Diary recount (Personal experience)</p> <p>Poem about the planet (I am the Seed that Grew the tree)</p> <p>Fiction Focus: Book– I Am The Seed That Grew The Tree Task– Poem about the planet</p>	<p>Writing character descriptions, settings that build to a narrative. Inverted commas (The day the crayons quit)</p> <p>Fiction Focus: Book– The day the crayons quit Task– story and descriptive writing. Character and setting description</p> <p>Book– N/A Task– Persuasive writing</p>	<p>Non-chronological report (DK Eyewitness Ancient Egypt)</p> <p>Persuasive advert creating</p> <p>World Book Day– Linked writing activities within the week. Book review.</p> <p>Fiction Focus: Book– Ancient Egypt Task– Non-chronological report</p> <p>Book– N/A Task– Persuasive writing</p>	<p>Spring poetry– Collection from various sources</p> <p>Play Script writing (Little Red Riding Hood)</p> <p>Fiction Focus: Book– Little Red Riding Hood Task– Play Script writing</p>	<p>Roman letter writing (meet the Ancient Romans)</p> <p>Book– meet the Ancient Romans Task– Letter writing</p> <p>Fiction Focus: Book– Escape from Pompeii Task – Newspaper</p>

Year 4 Writing Overview

	Where does our food come from? Animals: Digestion and food Entertain	How have children's lives changed? Energy: Electricity and circuits Inform/Entertain/Recount	Who lives in Antarctica? Materials: States of matter Persuade/Argue/Inform/Recount	How hard was it to invade and settle in Britain? Energy: Sound and vibrations Entertain	What are rivers and how are they used? Living things: Classification and changing habitats Inform/Recount	Were the Vikings raiders, traders or settlers? Making connections Persuade/Inform/Entertain
Year 4 Inform Entertain Persuade	<p>Fiction Focus: Book – The Barnabus Project by the Fan brothers Task – Non-chronological report</p> <p>Book – George's Marvellous Medicine by Roald Dahl Task – Instructions</p> <p>National Poetry Week suggestion Poem– On the Move by Michael Rosen Task– Narrative poem Book – Wilma Rudolph (Little People, Big Dreams)</p>	<p>Fiction Focus: Book – How to Train Your Dragon by Cressida Cowell Task – Diary entry</p> <p>Book – Tuesday by David Wiesner Task – Narrative</p> <p>Book – Coming Home by Michael Morpurgo Task – Poetry</p>	<p>Book – The Accidental Prime Minister by Tom McLaughlin Task – Manifesto/Speech</p> <p>Fiction Focus: Book – Shackleton's Journey Task – Ship's log</p>	<p>Fiction Focus: Book – The True Story of the Three Little Pigs by Task – Fractured fairy tales Task – Narrative</p>	<p>Book – Go Slow by  Task – Explanation text</p> <p>Book – The Boy at the Back of the Class by Task – Diary entry</p>	<p>Book – Arthurian legends Task – Narrative</p> <p>Book – Charlotte's Web Task – Letter</p>

Year 5 Writing Overview

	<p>What is life like in the alps?</p> <p>Materials: Mixtures and Separation</p> <p>Entertain/ Inform</p>	<p>What did the Greeks ever do for us?</p> <p>Materials: Properties and Changes</p> <p>Persuade/Entertain</p>	<p>Would you like to live in the desert?</p> <p>Forces and Space: Earth and Space</p> <p>Inform/ Entertain</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Living Things: Life Cycles and Reproduction</p> <p>Inform/Entertain</p>	<p>Can I carry out an independent fieldwork enquiry?</p> <p>Forces and Space: Imbalanced Forces</p> <p>Inform/Entertain</p>	<p>What does the census tell us about our local area?</p> <p>Animals: Human timeline/making connections</p> <p>Discuss/Persuade</p>
<p>Year 5</p> <p>Inform</p> <p>Entertain</p> <p>Persuade</p> <p>Discuss</p>	<p>Fiction Focus: Rocketeer: The Complete Adventures (The Rocketeer)</p> <p>Character description</p> <p>Newspaper report – Rocketeer Rescue</p>	<p>Persuasive report – Dia De Los Muertos The Big Book of Festivals</p> <p>Persuasive leaflet – Eat Sprouts (<u>Sproutboy</u>)</p> <p>Fiction Focus: Stimulus– Poem: The Dreadful Menace Task– Poetry</p>	<p>Letter back home – from an astronaut</p> <p>Explanation text – life cycle of a plant</p> <p>Fiction Focus: Stimulus– Space poems</p>	<p>Biography – Jane Goodall Women in Science– 50 fearless pioneers who changed the world.</p> <p>Fiction Focus: Based on the Video Home Sweet Home Task– Play Script based on scene from the video</p>	<p>Instructions – how to grow a seed</p> <p>Non – Chronological report (Tudors and link to Cheam)</p> <p>Fiction Focus: Book– The Tempest Task– write own version of the storm in The Tempest</p>	<p>Persuasive letter (Fairtrade food in schools)</p> <p>Balanced Argument (bean to bar workers)</p> <p>Fiction Focus: Book– Charlie and the Chocolate Factory Task– fantasy story</p>

Year 6 Writing Overview

	Why do oceans matter? Living Things: Classifying Big and Small	What was life like in Tudor England? Energy – Light and Reflection	Where does our energy come from? Evolution and Inheritance	What was the impact of WW2 on the people of Britain? Circuits, Batteries and Switches	Why does <u>population change</u> ? Animals: Circulation and Exercise	Who should feature on the £10 bank note? Making Connections
Year 6 Inform Entertain Persuade Discuss	<p>Fiction Focus: The Dot by Peter H Reynolds Growth Mindset Diary entry</p> <p>The Boy, the Mole, the Fox and the Horse Informal letters Dialogue</p> <p>Fiction Focus: The Cobbler and the Dragon Colons and semi-colons Short story Description (setting, character, atmosphere) Active and passive voice Direct and reported speech Relative clauses Non-chronological report</p>	<p>Fiction Focus: The Cobbler and the Dragon (continued)</p> <p>Playscript: Macbeth by Tony Ross (plus BBC KS2 videos) Summary Character description Discussion</p> <p>Grammar Focus weeks x 2 (application of learnt grammar, punctuation and spelling rules to writing)</p>	<p>Poetry: The Highwayman Narrative poetry writing Sequencing events Historical vocabulary Imagery Adverbs and adverbials Relative clauses Verb forms Poetry performance</p> <p>Fiction focus: Just So Stories Short story Dialogue Singular and plural possessive apostrophes</p>	<p>Fiction focus: Letters from the Lighthouse by Emma Carroll Diary entries Persuasive letter Summary Instructions Recount Balanced argument Narrative/short story</p> <p>Music Video: Titanium (Sia) Description (setting, character, atmosphere) Prediction</p>	<p>Wordless Text: The Arrival by Shaun Tan Inference of characters' thoughts, feelings and emotions Impact on a reader Narrative/story writing Figurative language</p>	<p>Fiction Focus: Hidden Figures Memoir Report Autobiography</p> <p>Non-Fiction Text: Suffragette – The Battle for Equality Speech writing Formal letter Subjunctive Active and passive Newspaper report Balanced argument Persuasive letter</p>

Marking codes




EYFS marking codes



Key Stage 1 marking codes



Marking codes

Year 1 – 6 Curriculum Marking Scheme	
	Tickled pink! You have met the LO.
	Have another think. You have not achieved the LO.
VF	Verbal feedback was given to you and you followed up in the lesson in pencil or later in green pen.
I	You completed this work independently
FG	You completed this work in a focus group led by an adult
T	You completed this work with help from a teacher or teaching assistant
SP	You have a spelling error to complete (maximum of three identified)
✓ Tick	You have answered this correctly.
• Dot	You need to have another think.
	In extended writing, the wish wand is your target for that piece of work.

Marking

Self-editing and peer marking



We mark our peers' work in green neatly and with respect.

We edit our own work in green.

We respond to questions by our teachers in green pen.

Assessing Writing – Reception

By the end of Reception children are expected to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

This is assessed through small group/ individual work with the class teacher.

Assessing writing – Year 1



Year 1 Writing Expected Criteria

Punctuation (mostly correct)	1. Capital letters for names and I 2. Capital letters to start a sentence 3. Full stops
Punctuation (some correct)	4. Question marks 5. Exclamation marks
6. Letters are formed correctly	
7. Finger spaces	
8. Adjectives	
9. And	
10. Pronouns e.g. he, she	
11. Spell some tricky words	
12. Days of the week are spelt mostly correct	
13. Use my sounds	
14. Check that my sentence makes sense	
15. Write sentences that are sequenced to form a short narrative (real or fictional)	
16. Make use of a simple opening and ending in narrative	
17. Add -s or -es to make plurals e.g. pens, wishes	
18. Use prefix un- e.g. unhappy	
19. Use -ing, -ed, -er, -est e.g. helping, quicker	




Year 1 Writing Greater Depth Criteria

Can confidently, consistently and accurately embed and apply all of the expected criteria within all subject areas.

1. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
2. Expand noun phrases to describe and specify
3. Re-read what they have written to check that it makes sense with increasing independence
4. Read their writing aloud, clearly and with appropriate intonation

Assessing writing – Year 2

 Year 2 Writing Working at Expected Criteria		
Punctuation (mostly correct)	1. Capital letters that are the correct size and shape	
	2. Full stops	
	3. Exclamation marks	
	4. Question marks	
	5. Apostrophes for missing letters e.g. can't	
Handwriting	6. Letters to sit on the line and be the correct size	
7. Finger spaces		
8. Use joining words (because, when, if, that, and, or, but, so)		
9. Expanded noun phrases to describe e.g. the beautiful butterfly		
10. Statements, commands, exclamations and questions		
11. Use my sounds		
12. Spell many common exception words		
13. Present and past tense correctly		
14. Proof-read and edit my work		

Assessing writing – Year 2



Year 2 Writing Greater Depth Criteria

The pupil can write for different purposes, after discussion with the teacher:

1. Using full stops, question marks, exclamation marks and commas in a list mostly correctly

2. Using possessive singular apostrophe

3. Spelling most words with contracted forms*

4. Adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*

5. Use joined handwriting

6. Making careful choices with vocabulary to add more detail

7. Proof-read and make some additions and corrections

Assessing writing – Year 3



Year 3 Writing Expected Criteria

Punctuation
(correct)

1. Capital letters
2. Full stops
3. Exclamation marks
4. Question marks
5. Apostrophes for contractions
6. Commas in a list

Punctuation
(mostly correct)

7. Inverted commas
8. Apostrophes for possession e.g. girl's hat

9. Write effectively for a range of purposes and audiences
10. Use organisational features in non-fiction (headings and subheadings)
11. Use appropriate horizontal and diagonal joins
12. A range of subordinating and co-ordinating conjunctions
13. A range of adverbs
14. Expanded noun phrases (describe settings and characters)
15. A suitable tense – e.g. past, present
16. Begin to use paragraphs to group related ideas
17. Use prepositions
18. Use a or an appropriately
19. Correct spelling (including Y3/4 spelling rules)
20. Proof read and edit work



Year 3 Writing Greater Depth Criteria

Can confidently, consistently and accurately embed and apply all of the expected criteria within all subject areas.

1. Edit writing to improve vocabulary choices and the effectiveness of the writing thinking about audience and purpose.
2. Expand noun phrases using adjectives, nouns and preposition phrases.
3. Begin to show an awareness of the differences between Standard English and non-Standard English through a character's dialogue (drawing on what they have read).

Assessing writing – Year 4



Year 4 Writing Expected Criteria

Punctuation (correct)	<ol style="list-style-type: none">1. CL F S ! ?2. Commas in a list3. Inverted commas4. Punctuation for direct speech (e.g. comma before dialogue begins, closing punctuation before inverted comma)5. Apostrophes for contraction and possession
Punctuation (mostly correct)	<ol style="list-style-type: none">6. Apostrophes for regular and irregular plurals7. Use a comma after a fronted adverbial
8. Write effectively for a range of purposes and audiences	
9. Joined handwriting (deciding when not to join)	
10. Use a variety of conjunctions	
11. Use a range of adverbs e.g. -ly, -wards, -wise words	
12. Use fronted adverbials	
13. Use a range of prepositions	
14. Use nouns and pronouns to avoid repetition	
15. Use standard English forms for verb inflections	
16. Use nouns and expanded noun phrases to add detail	
17. Use paragraphs to group related ideas (topic sentence and supporting details)	
18. Correct spelling (including most Y3/4 spelling rules)	
19. Proof read and edit work	




Year 4 Writing Greater Depth Criteria

Can confidently, consistently and accurately embed and apply all of the expected criteria within all subject areas.

1. Assess the effectiveness of their own and others' writing, suggesting improvements.
2. Make appropriate use of fronted adverbials to develop cohesion with accurate use of the comma.
3. Show an awareness of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters (drawing on what they have read).
4. Make appropriate vocabulary choices based on the audience and purpose and be able to give reasons for these choices.
5. Make use of a dictionary to check spelling after proof-reading.

Assessing writing – Year 5

 Year 5 Writing Expected Criteria	
Punctuation (correct)	1. CL FS "" ! ? ... 2. Apostrophes for contraction and possession 3. Use a comma in a list and after a fronted adverbial
Punctuation (mostly correct)	4. Use commas to clarify meaning or avoid ambiguity
5. Write for a range of purposes and audiences, selecting language that is appropriate for the reader	
6. Describe settings and character	
7. Use headings, bullet points and other organisational devices to guide the reader	
8. Joined handwriting (deciding when not to join)	
9. Adverbials of time, place and manner to link ideas across paragraphs	
10. A range of sentence starters including fronted adverbials	
11. Cohesive devices e.g. pronouns, adverbs and adverbials	
12. Nouns and expanded noun phrases modified by prepositional phrases	
13. Use relative clauses with: who, which, where, when, whose, that	
14. Add extra detail with parenthesis (brackets, dashes, commas)	
15. A range of coordinating and subordinating conjunctions	
16. Verb forms mostly accurate	
17. Paragraphs used to organise ideas (topic sentence and supporting ideas)	
18. Indicate degrees of possibility (adverb, modal verbs)	
19. Accurate spelling (including most KS2 spelling rules)	
20. Proof read and edit work	

Assessing writing – Year 5




Year 5 Writing Greater Depth Criteria

Can confidently, consistently and accurately embed and apply all of the expected criteria within all subject areas.

1. Assess the effectiveness of their own and others' writing and suggesting improvements.
2. Show an awareness of formal language and begin to apply what they have learnt to their writing, dependent on the audience and purpose.
3. Use direct speech to convey character.
4. Make appropriate vocabulary choices based on the audience and purpose and be able to give reasons for these choices.
5. Make accurate use of a dictionary to check spelling after proof-reading.

Assessing writing – Year 6

 Year 6 Writing Expected criteria	
12. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	
13. In narratives, describe settings, characters and atmosphere	
14. Integrate dialogue in narratives to convey character and advance the action	
15. Include appropriate vocabulary and grammatical structures to reflect what the writing requires, doing this mostly appropriately	Passive verbs
	Modal verbs
	Expanded noun phrases
	Adverbs/ adverbial phrases
	Prepositions/ prepositional phrases
	Include a range of sentence types and lengths
16. Use a range of devices to build cohesion within and across paragraphs	Conjunctions
	Adverbials of time and place
	Pronouns
17. Use verb tenses consistently and accurately throughout writing	
18. Use the range of punctuation taught at key stage 2 mostly correctly	Punctuation to indicate direct speech
	Commas for clarity
	Punctuation for parenthesis
	Semi-colon, colon and dash to mark boundaries
	Apostrophes for possession
	Colons to start a list
	Hyphens
	Bullet Points
19. Spell most words correctly (Years 5 and 6)	
20. Maintain legibility in joined handwriting when writing at speed	

Assessing writing – Year 6



Year 6 Writing Greater Depth Criteria

- | | |
|---|--|
| 21. Select the appropriate form and independently draw on prior reading as models for own writing (e.g. literary language, characterisation, structure) | |
| 22. Distinguish between the language of speech and writing and choose the appropriate register | |
| 23. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | |
| 24. Use a range of punctuation taught at KS2 correctly and, when necessary, for effect | |

Progression documents

Sentence progression – Reception

Year	Sentences type and progression
R	Links to EYFS
	Additional sentence structure teaching opportunities
	<p>Simple sentences - taught as a main/independent clause. It must contain a verb, subject and correct punctuation.</p> <p>I went to the park. The castle is haunted.</p> <p>Compound sentence using the conjunction 'and'</p> <p>I went to the park and I played on the swings.</p>

Sentence progression documents – Year 1

1

Additional sentence structure teaching opportunities

Compound sentence- taught a multi-clause sentence using conjunctions and, so, but, or

The giant climbed down the beanstalk and he stomped towards Jack's house.

Spiders can be small or they can be large.

Charlie hid but Sally found him.

It was raining so they put on their coats.

Fronted adverbials

As openers:

Then... When... Where... Next... After... First...

Embellished simple sentences using adjectives

The giant had an enormous beard.

Red squirrels enjoy eating delicious nuts.

Repetition for rhythm

He walked and he walked and he walked.

Repetition for description

A lean cat, a mean cat

A green dragon, a fiery dragon

Simile using as...as

As tall as a house

As red as a radish

Sentence progression – Year 2

Links to NC

Compound sentence- taught a multi-clause sentence using conjunctions **and, so, but, or**

The giant climbed down the beanstalk and he stomped towards Jack's house.

Spiders can be small or they can be large.

Charlie hid but Sally found him.

It was raining so they put on their coats.

Complex sentences (Subordination) using: when, if, that, because

When the weather is cold, the leaves fall off the trees.

The leaves fall off the trees, *when the weather is cold*.

Statement

I am 6 years old on Wednesday.

Command

Put your packed lunch box away.

Question

How long do we have for break time?

Exclamation

What amazing work you have done! How incredibly sensible of you!

List

It was a dark, long, leafy lane. It was a cold, wet, miserable and misty morning.

Two adjectives to describe the noun (expanded noun phrases)

The scary, old woman... Squirrels have long, bushy tails.

2

Two adjectives to describe the noun (expanded noun phrases)

The scary, old woman... Squirrels have long, bushy tails.

Additional sentence structure teaching opportunities

Fronted adverbial:

As 'ly' openers:

Fortunately...Unfortunately... Sadly... Finally...

Adverbs

For description:

Snow fell gently and covered the cottage in the wood.

For information:

Lift the pot carefully onto the tray

Alliteration

The wicked witch. The slimy slugs.

Similes using like...

The food was hot like fire.

2A (2 pairs of adjectives) start with 1 pair

He was a tall, awkward man with an old, crumpled jacket.

It was an overgrown messy garden with a lifeless, leafless tree.

List of 3 adjective + noun

African elephants have long trunks, curly tusks and large ears.

Sentence progression – Year 3

3

Links to NC

Adverbial phrases/words used as a 'where', 'when' or 'how' starter (fronted adverbials)

A few days ago, we discovered a hidden box.

At the back of the eye, is the retina.

In a strange way, he looked at me.

Carefully, she tip-toed up to the damaged, rickety door.

Prepositional phrases to place the action

On the mat.. behind the tree... in the air...

Compound sentences using a range of coordinating conjunctions:

FANBOYS for/ and/ nor/ but/ or/ yet/ so

Develop complex sentences

With a range of subordinating conjunctions (while, before, however, although)

1 Pair (see 2 pairs-Y5- and adapt)

Cold and hungry, they did not know how much further they had to go.

Angry and bewildered, he couldn't carry on anymore.

Double -ly ending

He swam slowly and falteringly.

He rode determinedly and swiftly.

3 _ed (3 related adjectives)

Frightened, terrified, exhausted, they ran from the creature.

Sentence of 3 for description

The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Topic sentences to introduce non-fiction paragraphs

Dragons are found across the world.

Dialogue (ensure a range of speaking verbs are taught)

"Hello," she whispered

Long and short sentences for effect

The wind blew the trees against the window. Tap. Tap. Tap.

Sentence progression documents – Year 4

4

Links to NC

Expanded noun phrases (including prepositional phrases)

The teacher expanded to The intimidating maths teacher with a harrowing frown...

Additional sentence structure teaching opportunities

Verb, Person

Flying, John had always been terrified of it.

Walking, he seemed to have been walking for ever.

-ing, -ed

Walking in the bushes, she stopped at the sight of a crocodile facing her.

Running near the beach, he halted as the ground gave way.

Emotion word, comma

Desperate, she screamed for help.

Long and short sentences:

Long sentences to enhance description or information

Short sentences to move events on quickly e.g. It was midnight. It's great fun.

Start with a simile

As curved as a ball, the moon shone brightly in the night sky.

Like a wailing cat, the ambulance screamed down the road.

Develop complex sentences

- 'ed' clauses as starters:

Frightened, Tom ran straight home to avoid being caught.

Exhausted, the Roman soldier collapsed at his post.

Expanded - 'ing' clauses as starters:

Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.

Sentence progression documents – Year 5

Links to NC

Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun (when the pronoun is the object of the relative clause, it can be left out)
Where's the pencil (which) I gave you yesterday?

Indicating degrees of possibility using modal verbs
might, should, will, must or adverbs- perhaps, surely

Additional sentence structure teaching opportunities

Relative clauses as parenthesis
Cakes, which taste fantastic, are not so good for your health.

2 Pairs (intro. as 1 pair sentences)
Exhausted and worried, cold and hungry, they did not know how much further they had to go.

Ad, same ad
He was a fast runner- fast because he needed to be.

IMAGINE 3 examples
Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.

Develop complex sentences- main and subordinate clauses with full range of conjunctions
Expanded -ed clauses as starters:
Encouraged by the bright weather, Jane set out for a long walk.
Elaboration of starters using adverbial phrases:
Beyond the dark gloom of the cave, Zach saw the wizard move.

Throughout the night, the wind howled like an injured creature.

Drop in -'ed' clause (parenthesis)
Poor Tim, exhausted by so much effort, ran home.
The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Moving sentence chunks (how, when, where) around for different effects
The siren echoed loudlythrough the lonely streetsat midnight

The more, the more
The more upset she was, the more her tears flowed.

Personification
The rain wept down the window
The wind screamed through the branches

Metaphor
A blanket of ash suffocated the helpless city of Pompeii.

Irony
Our 'luxury' hotel turned out to be a farm building.

Sentence progression documents – Year 6

6	Links to NC
	Use of the passive to affect the presentation of information in a sentence I broke the window in the greenhouse <i>versus</i> The window in the greenhouse was broken (by me)
	Shifts in formality between formal and informal Informal- question tags: He's your friend, isn't he? Formal- subjunctive forms: If I were.. or Were they to...
6	Additional sentence structure teaching opportunities
	O.(I) (outside/inside) He laughed heartily at the joke he has just been told. (at the same time it would be true to say he was quite embarrassed.) 3 bad- (dash) question? Thirst, heatstroke, exhaustion—which would kill him first? Some; others Some people love football; others just can't stand it. De:De (description: details) The vampire is a dreadful creature: it kills by sucking all the blood from its victims. P.C (paired conjunctions) It was both cold and unpleasant for him to work there. If, if, if, then If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

Learning journeys

- We expose children to a high-quality text.
- Teachers choose three SPaG focuses from the progression document which are relevant to the text type that the children will be producing. These skills are taught explicitly.
- Children have an opportunity plan the text that they are going to write.
- Children then write the text referring back to the learning journey. Children will have a 'wish'/ target from their previous piece of work which they need to meet – teachers give children targets which relate to the learning journey that they are on. These 'wishes'/targets are on their assessment grids.
- Children respond to feedback (often immediately through live marking) and then address their 'wish' that they have been given.

Little Wandle



and Spelling Shed



In Reception and Year 1 we use Little Wandle to help teach the children how to spell 'segment' words.

From Year 2 onwards we use our new scheme called Spelling Shed.

Our lessons are taught through powerpoints, worksheets and interactive games that the children can then practise at home.

Your child (if at Year 2 or above) should have their own login for Spelling Shed – if you do not or have lost your details please get in touch with your child's class teacher.

Handwriting – Letter-join,



This week we are introducing a brand new handwriting scheme to run from Reception – Year 6.

- In Reception, the children will start by learning how to draw patterns and shapes – this will help with their pencil control before learning how to write letters in print format.

- From Year 2 the children will start to learn how to write joined up.

- Children will have short handwriting lessons Letter-join videos which show how to join different letters and key words together. Letter-join practice worksheets, Letter-join on iPads and tablets, Free home access for your children (this will be sorted once it has been fully implemented at school).

How we celebrate writing.

- Writing focus in every celebration assembly – Each Phase has a dedicated week and the child chosen receives a special writing certificate from Mrs Kelly along with an invitation to a tea party in her office.
- We send children who have done excellent pieces of writing to Winnie our school dog for praise and a Winnie sticker or certificate.
- We reward excellent handwriting with housepoints, stickers and lots of positive praise.

How you can help at home

- Encourage your child to practise their writing regularly, whether it is writing shopping lists, diary entries, stories.
- Encourage your children to bring in their independent writing done at home so that we can celebrate it as a class.
- Ensure your child practises their weekly spellings. Also make sure that your child goes back and revises previous spellings so that they stay in their mind.
- (Do your weekly assigned task on spelling shed (Year 2–6) or your Little Wandle homework (Year R–1)
- Ask your child what they are doing in writing and get them talking about the new skills they are learning.

Thank you.

If you have any questions please get in contact with us or your child's class teacher.

Many thanks

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