



OUR

Writing

CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of writing at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

At Cherry Lane Primary School, we believe that writing is a vital skill and the ability to write with confidence and accuracy is a tool which will support a child throughout their life. We strive to help our children develop into articulate and imaginative communicators, who are well equipped with the right skills they need to become life-long learners. We aim to ensure all of our children develop a genuine love of language through a text-based approach. It is our intent that each and every child develops their learning through the acquisition of knowledge, skills and understanding in grammar, handwriting and features of genres.

IMPLEMENTATION

The pupils at our school are taught writing through the Literacy Curriculum. The Literacy Curriculum, designed by the Literacy Tree, is a book-based approach to the teaching of Primary English that places children's literature at the core.

It is based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers.


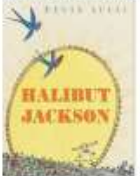




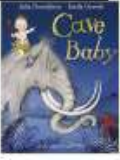
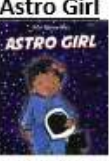

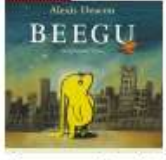




All National Curriculum requirements for grammar, spelling, vocabulary, literary, language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear.

Spellings are taught using the National Curriculum objectives, Writing is taught on a daily basis through a structured writing sequence. In daily writing sessions, children are taught different skills with the aim of developing children who write with accuracy, confidence and increasing creativity.




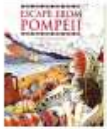


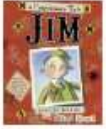
The following opportunities are provided through each writing unit:













- *Opportunities to participate in drama & spoken language activities*
- *Exploring the features of different text types and modelled examples (what a greater depth piece looks like)*
- *Handwriting practice*
- *Vocabulary practice*
- *Shared writing (modelled expectations)*
- *Discrete Spelling, Punctuation and Grammar lessons*
- *Independent writing*
- *Planning, drafting, editing, up-levering and publishing*
- *Showcase our published work which shows progressions through our school years.*

















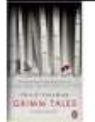

Cherry Lane – Writing Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Where the Wild Things Are</p>  <p>Own version 'wild thing' narratives, Labels, captions, oral re-telling, developing a new character</p>	<p>Halibut Jackson</p>  <p>Narrative sequels, Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice</p>	<p>The Magic Paintbrush</p>  <p>Own version 'overcoming' tales, Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	<p>The Tiny Seed</p>  <p>Advice leaflets, Labels and captions, advice, retellings, writing in role, narrative, letter</p>	<p>The Night Pirates</p>  <p>Writing in role, letters, labels and captions, 'How to be a pirate' guide</p>	<p>Oi! Frog!</p>  <p>Captions and labels, own version rhyming narrative</p>
Year 1	<p>Cave Baby</p>  <p>Narrative retellings, Labels and captions, informal letters</p> <p>Astro Girl</p>  <p>Fact files about being astronauts, Writing in role, commands, 'how to' guides</p>	<p>I Want my Hat Back</p>  <p>Story sequels, Questions, speech bubbles, letters, lists</p>	<p>Beegu</p>  <p>Own version 'alien' narratives, Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p> <p>Leo and the Octopus</p>	<p>Stanley's Stick</p>  <p>Own version narratives, Retellings, descriptions</p> <p>The Sea Saw</p>  <p>Own version narrative, Writing in role; notes of advice;</p>	<p>Lost and Found</p>  <p>Character descriptions, retellings, advice, instructions, non-chronological report, own version 'losing/finding' narrative</p> <p>Yeti and the Bird</p>	<p>Dadaji's Paintbrush</p>  <p>Labels, captions, character comparisons, thought and speech bubbles, a fact file, own version narrative</p> <p>Julian is a Mermaid</p>

		<p>Billy and the Beast</p>  <p>Own version 'defeat a monster' narratives, Wanted posters, summaries, emails, character descriptions, recipes</p>	<p>LEO AND THE OCTOPUS</p>  <p>Fact file, This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</p>	<p>missing posters; diary entries; letters of thanks</p>	<p>YETI = BIRD</p>  <p>List of rules, letters, postcards, character descriptions, own version narrative about an unlikely friendship</p>	 <p>Instructions, writing in role, advertisements, three-verse poem.</p>
Year 2	<p>Wolves</p>  <p>Non-chronological leaflets, Captions, information writing, character descriptions and comparisons</p> <p>Jim and the Beanstalk</p>  <p>Sequel stories, Narrative retellings (including dialogue), thought bubbles, informal letters</p>	<p>The Journey Home</p>  <p>Persuasive letters, Posters, lists, postcards, wanted posters, information reports, short stories</p> <p>The Great Fire of London</p>  <p>Information booklets, Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>	<p>The Bear Under the Stairs</p>  <p>Information texts, Letters, retellings, own version narratives</p> <p>The Minpins</p>  <p>Own version adventure narratives, Danger posters, setting descriptions, character descriptions, information reports, postcards</p>	<p>Tadpole's Promise</p>  <p>Own version narratives, Simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p> <p>If All the World Were...</p>  <p>Non-narrative poems, Writing in role, diaries, letters of advice, short explanations</p>	<p>The Dragon Machine</p>  <p>Own version dragon stories. Dragon guides and encyclopaedias', letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p> <p>Toys in Space</p>  <p>Own version fantasy world narrative,</p>	<p>Lizzy and the Cloud</p>  <p>Guidebooks Descriptions, adverts /market stall pitches, letters of advice, postcards in role</p> <p>A Walk in London</p>  <p>'A Walk in...' tour guide, Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry</p>

					Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	
Year 3	<p><u>The Heart and the Bottle</u></p>  <p>Own version dilemma narratives, Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice</p> <p><u>The First Drawing</u></p> 	<p><u>The BFG</u></p>  <p>Own version fantasy narratives, Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p> <p><u>The Tin Forest</u></p>	<p><u>Escape from Pompeii</u></p>  <p>Newspaper reports, Shared poems, diary entries, persuasive posters, letters of explanation, discussions</p>	<p><u>Cloud Tea Monkeys</u></p>  <p>Non-chronological reports, Descriptions, 'how to' guides (instructions), letters, discussions</p> <p><u>Cinderella of the Nile</u></p>	<p><u>The Thames and Tide Club</u></p>  <p>Own version fantasy narrative, Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue</p> <p><u>Flotsam</u></p>	<p><u>Jim, A Cautionary Tale</u></p>  <p>Narrative poems, Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p>

	Own historical narratives, Character descriptions, diaries, recounts	 Persuasive information leaflets, Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions		 Own version narratives, Descriptive passages, how to guides, letters, discussions, non-chronological reports	 Sequels (mystery narratives), Postcards, setting descriptions, non-chronological reports, message in a bottle letters	<u>The Day I Swapped my Dad for Two Goldfish</u>  Own version narratives, Thought bubbles, missing scenes, diaries
Year 4	<u>Tar Beach</u>  Narrative retelling as a play script, Poetry, setting descriptions, formal letters, dialogue (as a script) <u>The Mermaid of Zennor</u>  Own version legends, Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	<u>Father</u>  Sequel stories, Retellings, recounts (postcards), setting descriptions, diary entries, instructions <u>The Iron Man</u>  Mystery narratives, Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries	<u>Winter's Child</u>  Fantasy story sequels, Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings <u>Cinnamon</u>  Own version fables, Diaries, informal letters, dialogue, adverts, limericks and other poetic forms	<u>The Lion and the Unicorn</u>  Own version historical narratives, Letters, diaries, character and setting descriptions, non-chronological reports	<u>Weslandia</u>  Non-chronological reports, Retellings, character descriptions, book reviews <u>Shackleton's Journey</u>  Newspaper reports, Packing lists (justifications), letters (formal and informal), interviews, diaries	<u>The Lion, the Witch and the Wardrobe</u>  Own version narratives (set in other worlds), Poems, eyewitness reports, imaginary conversations, writing in role <u>Jabberwocky</u>  Nonsense poems, Performance poetry, explanatory descriptions

<p>Year 5</p>	<p><u>The Man Who Walked Between the Towers</u></p>  <p>Biographies/autobiographies, Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches</p> <p><u>Beowulf</u></p>  <p>Own version legends/missing chapters, Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries</p>	<p><u>The Tempest</u></p>  <p>Playscripts, Setting descriptions, character descriptions, diaries, dialogue</p> <p><u>Percy Jackson</u></p>  <p>Mythical narratives, Odes, soliloquies, setting descriptions, additional chapters, reports</p>	<p><u>The Lost Thing</u></p>  <p>Own version narratives, Diaries, formal letters, adverts, character and setting descriptions, reports</p> <p><u>The Island</u></p>  <p>Sequels, Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations</p>	<p><u>The Sleeper and the Spindle</u></p>  <p>Fairytale reworkings, Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives</p> <p><u>Hidden Figures</u></p>  <p>Memoirs, Reports, formal and informal letters, diaries, character descriptions, journalistic writing</p>	<p><u>Kaspar, Prince of Cats</u></p>  <p>Newspaper articles, Character descriptions, reports, letters, advertising leaflets, balanced reports</p> <p><u>Curiosity</u></p>  <p>Expanded explanations, NASA Proposals, information labels, short explanations, NASA logs, news reports</p>	<p><u>High Rise Mystery</u></p>  <p>Extended stories, Character & setting descriptions, police & newspaper report, dialogue, persuasive letters</p> <p><u>Anne Frank</u></p>  <p>Newspaper articles, Letters, short descriptions, extended diary entries, obituaries, opinion pieces</p>
<p>Year 6</p>	<p><u>The Arrival</u></p>  <p>Extended own version narratives, Letters, lists of rules, character descriptions,</p>	<p><u>The Promise</u></p>  <p>Narrative poem sequels, Promises, extended thought bubbles, diary</p>	<p><u>The Invention of Hugo</u></p>  <p>Biographies, Diaries, journalistic writing, flashback narratives,</p>	<p><u>The Three Little Pigs Project</u></p>  <p>Collection of letters, Headlines, news reports, persuasive</p>	<p><u>Grimm Tales for Young and Old</u></p>  <p>Own version traditional tales</p>	<p><u>Romeo and Juliet</u></p>  <p>Playscripts, Diaries, letters, character descriptions, balanced arguments</p>

	<p>diaries, short <u>playscripts</u>, short reports, guides</p> <p><u>Windrush Child</u></p>  <p>Persuasive pitch to the local council, Thought bubble, informal letter, poem, diary entry, advice, informal letter</p>	<p>entries, letters in role, figurative captions, summary poems</p> <p><u>The Last Bear</u></p>  <p>Newspaper article, Character profile, dialogue, monologue, logbook entry, scientific report</p>	<p>speeches, discussions, letters, film critiques</p> <p><u>Suffragette</u></p>  <p>Persuasive campaigns, Formal letters, diaries, balanced arguments, speeches, short news reports</p>	<p>speeches, narrative from particular viewpoint, newspaper comments, diaries, debate</p> <p><u>Boy in the Tower</u></p>  <p>Own version narratives (past and present tense), Journalistic writing, formal letters, non-chronological reports</p>	<p>Retellings, character studies, monologues</p> <p>SATs</p>	<p><u>Some Places more than Others</u></p>  <p>Own version narratives, Diaries, explanations (<u>sci experiment</u>), dialogue, <u>nonchronological reports</u></p>
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PROGRESSION OVERVIEW

Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Word	Regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.	The rules for plural -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.	Use of the forms a or an according to whether the next word begins with a consonant or a vowel.	The grammatical difference between plural and possessive -s.	Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn].	Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated].
Grammar: Suffixes	How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]. Suffixes that can be added to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper].	Formation of nouns using suffixes such as -ness, -er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs. Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English.	Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-].	Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble].	Converting nouns or adjectives into verbs using suffixes [e.g. -ate, -ise, -ify]. Verb prefixes [e.g. dis-, de-, mis-, over- and re-].	How words are related by meaning as synonyms and antonyms [e.g. big, large, little].
Grammar: Noun phrases	Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car].	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon].	Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell].	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest].	[See relative clauses in Conjunctions]. Use of noun phrases to convey complicated information concisely.	Use the full range of noun phrases to create descriptions in fiction and non-fiction.
Grammar: Adverbial phrases	Use simple adverbs to sequence writing.	Use adverbs and simple adverbials to express time, place and manner.	Use adverbial phrases to identify place, time, manner and frequency.	Fronted adverbials [e.g. Later that day, I heard the bad news].	Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs.	Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Tense	Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word	Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]	Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]	Use of the simple future tense [e.g. we will learn about Vikings]	Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] Use of the future tense using a range of modal verbs	Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring]
Grammar: Sentence	How words can combine to make sentences Using and to join single clause sentences	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and co-ordination	Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause	Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unit room. It was empty.] Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]	Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]	Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining, I'm fed up]
Grammar: Sentence conjunctions	Join words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]	Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun	Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Text	Sequence sentences to form short narratives	<p>Correct choice and consistent use of present and past tenses including progressive forms throughout writing</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Grammar: Terminology	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>suffix</p> <p>adjective</p> <p>adverb</p> <p>verb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant letter</p> <p>vowel</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun</p> <p>possessive pronoun</p> <p>adverbial</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>

Composition

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Evaluate & edit	Re-reading to check that their writing makes sense	<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p>	<p>Suggest improvements to their own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Distinguish between the language of speech and writing and identify the level of formality required</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>
Composition: Perform & publish	Read aloud what they have written	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience

Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Transcription</p> <p>Spelling: Patterns</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance</p> <p>/t/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>/n/ spelt n before k</p> <p>-tch</p> <p>/v/ at the end of words</p> <p>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/e:/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/a:/), oa, oe, ou, ow (/əʊ/), ow (/ɔ:/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/), Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Apply spelling rules</p> <p>/dʒ/ spelt as ge or dge at the end of words, (or g before e, i and y)</p> <p>/n/ spelt kn or gn</p> <p>/l/ spelt wr, at the start of words</p> <p>/l/ or /ə/ spelt -le, /l/ or /ə/ spelt -el</p> <p>/l/ or /ə/ spelt -al at the end of words</p> <p>words ending -il</p> <p>/aɪ/ spelt -y at the end of words</p> <p>/ɑ:/ spelt a before l / ll</p> <p>/s/ spelt c before e/i/y</p> <p>/v/ spelt o</p> <p>/i:/ spelt -ey</p> <p>/ə/ spelt a after w/qu</p> <p>/s:/ spelt or after w</p> <p>/ɑ:/ spelt ar after w</p> <p>/z/ sound spelt s</p>	<p>Spell words that are often misspelt</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /t/ sound spelt y elsewhere than at the end of words</p> <p>Words with endings sounding like /ʒə/ or /tʃə/, -sure, -ture</p>	<p>Spell words that are often misspelt</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /v/ sound spelt ou</p>	<p>Spell some words with 'silent' letters [e.g. knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology to spell words</p> <p>/w/ spelt ch</p> <p>/j/ spelt ch</p> <p>/g/ spelt -gue</p> <p>/k/ spelt -que</p> <p>/s/ spelt sc</p> <p>/et/ spelt ei, eigh, ey</p>	<p>Spell some words with 'silent' letters [e.g. knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology and know some words need to be learnt specifically</p> <p>/i:/ spelt ei after c letter-string ough</p>
<p>Transcription</p> <p>Spelling: Prefixes / suffixes</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Division of words into syllables</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest]</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>un-, in-, re-, sub-, inter-, super-, anti-, auto-, -ation, -ly, -tion, -sion, -ssion, -cian, -ous, -sure, -ture, -ically, -icly</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>l, in- becomes il</p> <p>m or p, in- becomes im-</p> <p>r, in- becomes ir-</p> <p>-sure, -ture, -ically, -icly</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-able/ -ably, -ible/-ibly, -cious, -tious, -tial, -cial</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-spelt, -tion, -sion, -ssion, -cian, -ant, -ance/-ancy, -ent, -ence/-ency, -fer</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Transcription</p> <p>Spelling: Dictation & recall</p> <p>Refer to PoS Appendix 1 for detailed information</p>	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
<p>Transcription</p> <p>Spelling: Common exception & spelling words</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>The days of the week</p> <p>Common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used</p>	<p>Common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Learn LKS2 spelling words:</p> <p>accident(ally), address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/ although, through, weight</p>	<p>Learn LKS2 spelling words:</p> <p>actual(ly), answer, arrive, bicycle, breathe, busy/business, caught, century, circle, consider, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/ women</p>	<p>Learn UKS2 spelling words:</p> <p>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience*, controversy, correspond, definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p>	<p>Learn UKS2 spelling words:</p> <p>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</p>

Handwriting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription Handwriting: Formation & orientation	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency</p>	<p>Write legibly and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>
Transcription Handwriting: Legibility, control & consistency	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Increase the legibility and consistency of their handwriting [e.g. by ensuring that the spacing and size of letters is even]</p>	<p>Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Make writing consistent and legible when writing with a range of implements</p>	<p>Choose the writing implement that is best suited for a task</p>

CONSOLIDATION

In the Literacy Tree Writing Programme, learning is consolidated through a structured and progressive approach, ensuring that students build upon their knowledge and skills over time.

Consolidation is achieved within the program via the following:-

- 1. **Thematic Units:** The program is organized into thematic units, often based around a central text, genre, or theme. Each unit encourages students to focus on specific writing skills (such as sentence structure, grammar, or narrative techniques) while also relating those skills to the broader theme. By revisiting these ideas within different contexts, students are able to consolidate learning across various stages.*
- 2. **Modelled and Shared Writing:** The program emphasizes the use of model texts and shared writing practices. Teachers work with students to analyze and create writing, showing them how to use specific writing techniques effectively. This allows students to observe the application of writing rules and strategies before attempting them on their own, reinforcing the concepts being taught.*
- 3. **Active Practice:** After observing and discussing model texts, students are given opportunities for independent and guided practice. The program includes tasks that scaffold their writing, gradually increasing in complexity. These exercises allow learners to consolidate what they've learned by applying skills in new and varied contexts.*
- 4. **Peer and Self-Assessment:** Throughout the program, students are encouraged to assess their own work and the work of their peers. This process helps reinforce writing skills by allowing*

students to reflect on their learning, identify areas for improvement, and internalize key writing strategies.

5. ***Spiralling Curriculum: The Literacy Tree Writing Programme*** often revisits previously taught concepts in different contexts. This spiraling approach ensures that key skills are not only taught once but revisited and practiced at increasing levels of complexity, helping students consolidate their learning in a cumulative way.
6. ***Feedback Loops***: Teachers provide ongoing, targeted feedback on students' writing. This feedback is constructive and focuses on specific areas of improvement, helping students refine and consolidate their understanding of the writing process. The feedback helps them apply lessons learned in future tasks.
7. ***Writing Across Genres***: The program covers a variety of writing genres, from narrative to persuasive and informative writing. By engaging with different forms of writing, students have opportunities to consolidate core writing principles in diverse contexts, enhancing their versatility and reinforcing key skills.
8. ***Progressive Complexity***: The difficulty of tasks increases gradually, ensuring that learning is consolidated at each stage. Students are not pushed beyond their capability, but are instead given the chance to master each stage before moving on to more complex tasks. This helps to build confidence and reinforces their skills as they progress.
9. ***Vocabulary and Sentence Structure Focus***: A key element of consolidation in the program is building a strong foundation in vocabulary, sentence structure, and grammar. This allows students to improve their technical writing abilities, which they can apply across different types of writing. Regular practice with language features ensures that students internalize these skills.

KEY VOCABULARY

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>–ful, –less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)

Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>
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Year 4: Detail of content to be introduced (statutory requirement)

Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

INCLUSION

Inclusion

Children will engage in many types of tasks to involve critical reflection, practical activities, creative development and writing. Where necessary, activities and resources are differentiated to take into account individual needs. Differentiating for writers of different abilities involves tailoring teaching strategies, resources, and support to meet the varying needs of pupils while ensuring all make progress. At Cherry Lane, this is achieved via the following:

- *Setting Clear and Differentiated Objectives*
- *Scaffolding and Modelling*
- *Grouping and Peer Support*
- *Adapting Tasks and Expectations*
- *Providing Visual and Practical Support*

- *Tailored Feedback and Assessment*
- *Supporting Handwriting and Fine Motor Skills*

By using these strategies, teachers can foster a supportive environment that nurtures the writing development of every pupil, regardless of their starting point.

Equal Opportunities

English will be taught to all pupils, irrespective of race, culture, religious diversity, gender or disability. All pupils will have access to a broad and balanced curriculum and appropriate time will be provided to meet the National Curriculum requirements.

IMPACT

At Cherry Lane Primary School, we create a writing environment which enables writing to be embedded across all areas of the curriculum. Stamina is built by providing opportunities to write for extended periods. Our writing curriculum develops pupils' creativity, accuracy, and confidence. By providing opportunities to write for different purposes and audiences, pupils gain a clear understanding of the power of their voice.

In our regular formative assessments of children's writing we assess their ability to:

- *Acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation both explicitly and within context.*
- *Write for a range of purposes including diary entries, letters, narratives, poems and recounts.*
- *Use their knowledge of vocabulary to excite, inform and entertain the reader.*
- *Understand a range of punctuation and the effect it has.*

- *Understand and be able to use a range of grammatical devices.*
- *Understand the various sentence types that can be used to support different genres.*
- *Improve spelling to ensure words are spelt accurately using their phonetic knowledge and apply spelling rules.*

The impact of our writing curriculum is measured in a variety of ways:

- *Attainment is measured using the EYFS profile, end of Key Stage 1 SATS and End of Key Stage 2 Statutory assessments in reading. These results are measured against National Standards of attainment.*
- *Pupils in Key Stages 1 and 2 complete regular writing assessments using the Chris Quigley Essentials, which contribute to termly summative teacher assessments.*
- *Progress across the school is monitored by the subject leader and senior leadership team through: book looks, lesson observations, sharing best practise, pupil voice interviews, learning walks and data analysis.*