

White Woman Lane Junior School Curriculum Skills and Progression Map English (2023-24)



English Subject Leaders:

Mrs H. Shand

Responsible for:

Reading

'The Power of Reading' English lessons
KS2 Nebula SSP (From April 2024)

Mrs T. Harewood

Responsible for:

Writing

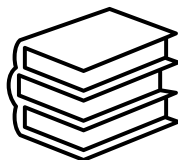
Grammar, Punctuation and Spelling
'Let's Think in English'



Nebula
where stars are born

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White Woman Lane Junior School

English Curriculum Vision and Values

Hope, Wisdom, Courage, Kindness and Vision

White Woman Lane Junior School believes that language and literacy is fundamental to the overall development of children and their access to the curriculum. An ability to communicate effectively, both orally and in writing, and to read a wide range of texts is essential if children are to achieve their potential throughout their time in education. We teach English and Reading lessons daily, which equip our children with the key skills needed to be confident, courageous and creative, with high aspirations and a strong vision of themselves as a learner.

Reading is at the very heart of our curriculum. By increasing children's breadth of vocabulary, we will empower every child to succeed. From September 2019 onwards, we launched the 'Power of Reading' in English lessons. The Power of Reading is the Centre for Literacy in Primary Education's (CLPE) proven resource and training programme, that uses quality children's literature and creative teaching approaches to support schools to develop a high-quality literacy curriculum and foster a whole school love of reading and writing.

Through exploring a range of texts, cultures and viewpoints with the children, we encourage a deeper understanding and acceptance of the diverse world in which we live. We are determined that every pupil will learn to read and enjoy a wide variety of reading experiences, regardless of their background, needs or abilities. By sharing resources and expertise across the Nebula Federation, we widen the range of opportunities available for all pupils. For example, pupils enjoy federation-wide reading projects, World Book Days and author visits.

We treat learning as a process, where children ask questions and demonstrate their curiosity. We involve children in their own learning by listening and learning from them. All members of staff show a willingness to adapt and change to respond to the needs of the school community. Our teaching of English is critically evaluated by our teachers and leadership team to ensure that the best possible provision can be developed.

Children work collaboratively in their English lessons; they are keen to experiment with their writing and are not afraid to make mistakes. They are taught to give kind and respectful peer-to-peer feedback and they enjoy working with each other. This, in turn, helps promote a shared love of reading and writing and a sense of togetherness within each class. Our pupils enjoy English lessons and a 'reading for pleasure' culture is created by naturally weaving books throughout the curriculum.

“I love the books we read because they open the door to my imagination and unlock new worlds... They help me to write better stories as I can write like a real author.” (Year 6 pupil, 2022)

Our ‘Let’s think in English’ (LTE) programme encompasses the school values by encouraging children to use their metacognition skills to discuss a multitude of issues based on texts, images or video clips and become aware of how their thinking may change. LTE is a teaching programme which helps children develop the higher-order thinking skills needed for success in English. The approach develops the intelligence of pupils by improving their thinking processes and accelerating pupils’ social, emotional and cognitive development. This prepares individuals for working together in a community and how to overcome problems and respect others’ views. The line of questioning used in these lessons also helps to deepen children’s thinking enabling them to prepare to become citizens, who are responsible for their actions and make good decisions.

White Woman Lane School is highly inclusive, and our values are reflected in all aspects of school life. Learners are nurtured on their language and literacy journeys, so they can grow into caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. Young readers and writers at White Woman Lane are encouraged to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in school, our local community and the wider world. We develop confident and resilient individuals, who learn to recognise and value their own talents and ambitions. Learners are supported and challenged to reach and exceed expected standards of attainment, so that all pupils can be the best they can be.



Literacy for All:

An Ambitious and Challenging Curriculum

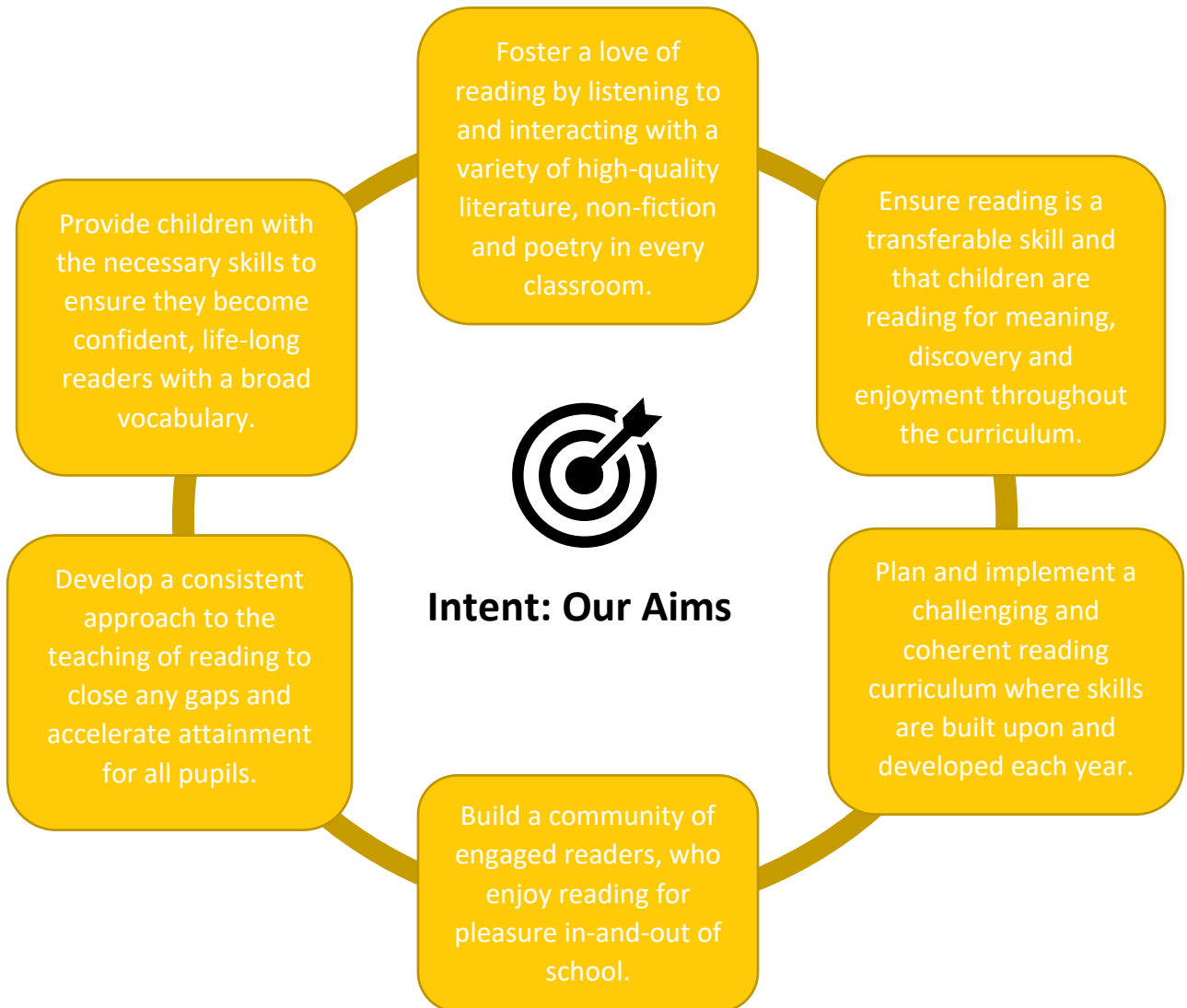


With careful and creative planning, our Literacy curriculum is adapted to meet the needs of every pupil. Pupils' starting points are assessed and gaps in their knowledge and skills are addressed in lessons.

- We see all children as Literacy learners and are determined for all pupils to be confident readers and writers by the end of KS2.
- All children receive an ambitious curriculum: we read and discuss a wide range of high-quality texts for all children, no matter their reading age.
- Teachers create learning environments that welcome and challenge diverse learners. Additional support for pupils with SEND is discussed with parents/carers in termly Mentoring Meetings, then implemented, monitored and evaluated throughout the year.
- Teaching is adapted to focus on the targets made in individual learning support plans.
- Teachers and Teaching Assistants support those children not working at age-related expectations, with targeted interventions and resources to close the attainment gap.
- Readers who require additional support, receive a daily personalised ReadWriteInc. Phonics programme, to quickly close the reading gap.
- The most gifted readers and writers are challenged with additional projects, e.g. Journalism Club, Reading Ambassadors and The Shakespeare Project.
- Teachers collaborate to share ideas and teaching methods, to build upon successful practice in previous years.
- Every lesson is inclusive and celebrates the achievements of all learners.



Creating a Reading Culture at White Woman Lane Junior School





Implementation: How do we achieve our aims?



Daily reading practice

All pupils read in their daily Power of Reading English lessons, Whole Class Guided Reading lessons and throughout other subjects. In addition, pupils who need to become fluent in their reading are listened to reading aloud daily by a teaching assistant or volunteer. Teachers use their 'For the Love of Reading Fridays' sessions to listen to one-to-one readers, with a particular focus on the poorest 20% of readers.



Appropriate books for all

We recognise the importance of reading at home to embed reading skills. The reading fluency and comprehension of all children in Key Stage 2 is checked each term and children are matched with an appropriate Oxford Reading Tree banded stage book. All pupils take home a stage book to improve their reading fluency and to ensure they experience a wide breadth of reading genres. Pupils are also encouraged to choose a book from the Library Bus to read or listen to for pleasure.



Home reading is monitored by teachers

Pupils are encouraged to become 'Responsible Readers' and record what they read at home in their reading records. We expect pupils to read aloud to an adult 5 times a week at home and write about what they have read. As children enter upper Key Stage 2, they may choose to read more independently. In school, pupils are given opportunities throughout the week to recommend books and share their reading journeys with their peers and teachers. Teachers check reading records every week and stage books can be changed daily. If a child is not regularly reading at home, parents/carers will be contacted to offer guidance and support.

Pupils are rewarded for maintaining a well-kept reading record by being entered into a half-termly prize draw. Every half term, one pupil, who has demonstrated a particular dedication to reading is selected by their teacher to become a 'Star Reader.' These pupils are awarded a badge, certificate and a V.I.P party lunch for their hard work.



Support to catch up

Teachers draw upon observations and continuous assessment to ensure children are challenged and they identify those who may need additional support. Pupils who are not working within year group expectations and have gaps in their knowledge and skills will be supported with carefully planned, targeted interventions.



Daily comprehension

All pupils take part in daily whole-class Guided Reading lessons for 45 minutes. These sessions focus on developing fluency, stamina, comprehension and vocabulary. These lessons are structures to allow children to develop as competent readers, who can discuss and record their level of understanding of texts read aloud by class teachers. Reading lessons are primarily centred around the Key Stage 2 reading domains and these are shared with children as *Reading VIPERS* skills.

Strong vocabulary development

High quality books, texts and passages are chosen in lessons, appropriate to the expectations of year groups and abilities of the children. Vocabulary is specifically taught, explored and developed in lessons and children are encouraged to use new language in a variety of contexts. Teachers provide opportunities to explore definitions of new words and make links with children's prior knowledge. Teachers provide opportunities to read in different subject areas and subject-specific vocabulary is taught throughout the curriculum.

Reading for pleasure

Reading for pleasure is encouraged, modelled and celebrated throughout our school. 'Book Talk' sessions happen regularly in Literacy lessons for pupils to give their opinions and recommendations about what they are currently reading. Children have regular 'For the Love of Reading' sessions where they are encouraged to read for pleasure from their classroom libraries. The Library Bus is available at lunch times for children to read in their free time and borrow books to read at home with their families. Our School Librarian is on-hand to assist children with her extensive knowledge of children's books. As children reach Year 6, those with a keen passion for the School Library can become junior librarians to help younger pupils select their books. To further develop children's love of reading, all pupils in Years 3 and 4 are taken to Sprowston Library to receive a library card and borrow a book. At least one author visit per year is booked so all children can complete a workshop with a real-life author in addition to whole-school reading projects. Annual book fairs are run by our English Subject Leaders to welcome families into the school and help purchase books.

Reading across the curriculum

Teachers read aloud to their classes in Power of Reading English lessons, Whole Class Guided Reading and in foundation subjects such as Geography or History. English Subject Leaders ensure books throughout the school are current, inclusive and engaging, which can be enjoyed by all children and adults. Books have been carefully chosen to match curriculum areas so children can explore their learning and further improve their understanding, using high-quality texts.



Impact: How do we know we have achieved our aims?



Children talk enthusiastically about what they are reading and they choose to read for pleasure.

Staff model themselves as readers and have good knowledge of high-quality children's literature.



Children are engaged and challenged in every Power of Reading and Whole Class Guided Reading lesson. Pupils read in other subject areas and as a result, their skills are enhanced and their understanding of the world is increased.



All pupils make good progress from their starting points and leave KS2 as confident readers. A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging quickly catch up with their peers.

Whole Class Guided Reading

Guided Reading sessions are taught daily for 45 minutes in all year groups. Teachers use the Literacy Shed's 'V.I.P.E.R.S' question stems (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise) to improve children's comprehension skills and reading stamina.

Each child has their own copy of the text, so they can follow along and match the words on the page to what their teacher is reading aloud. Teachers read aloud to their classes every day to model excellent expression, intonation, new vocabulary and to develop the children's love of listening to high-quality stories.



Children work as a class, in pairs and individually to answer questions about their books. Through consistent modelling and positive reinforcement, children gain the confidence to read aloud with expression and answer questions which challenge their thinking.

Teachers are encouraged to 'think out loud' when reading to create excitement and spark children's ideas. Lessons are planned carefully to generate a 'buzz' around reading. Sessions are often left on a cliff-hanger, which leaves children desperate to begin the next day's Guided Reading lesson.

Our aim is for every child to become a confident, enthusiastic reader who becomes hooked on books!

On the following pages, you will see some examples of VIPERS questions children discuss in Guided Reading lessons. From Year 3, children are taught to always refer to the text to find their evidence. Parents and carers are also encouraged to use this approach when reading with their child at home – comprehension should not be a memory test!

As children move throughout Key Stage 2, they begin to recognise the skills needed to answer questions and they can independently find the evidence needed to support their ideas. By Year 6, children focus on using a 'Point, Evidence, Explain' method when verbalising and writing their answers to questions.



READING VIPERS



ocabulary



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

READING VIPERS

Infer

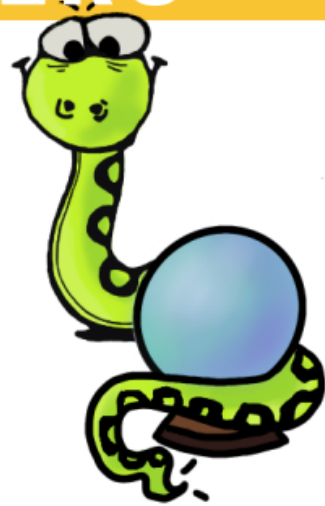


Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

READING VIPERS

Predict

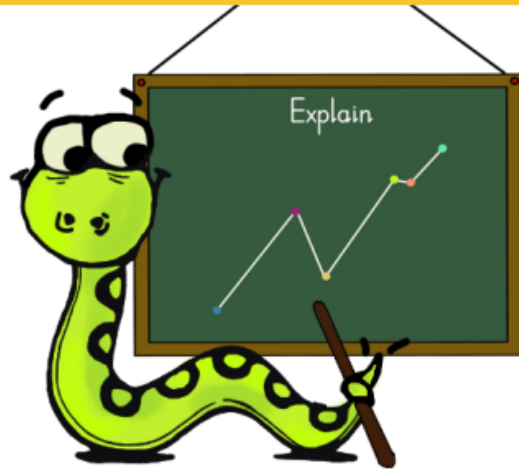


Predict what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.

READING VIPERS

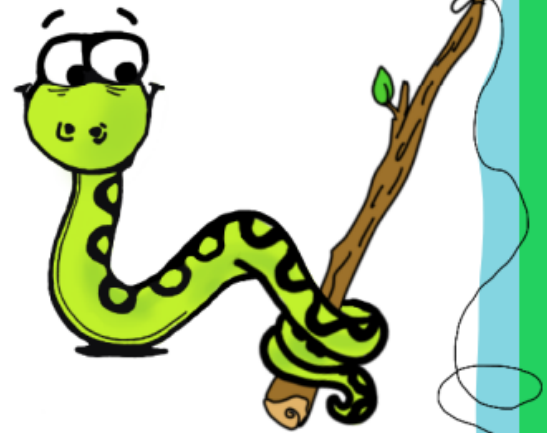
Explain



- > **Explain how content is related and contributes to the meaning**
 - > **Explain how meaning is enhanced through choice of language.**
 - > **Explain the themes and patterns that develop across the text.**
 - > **Explain how information contributes to the overall experience.**
- Why is the text arranged in this way?
 - What structures has the author used?
 - What is the purpose of this text feature?
 - Is the use of effective?
 - The mood of the character changes throughout the text. Find and copy the phrases which show this.
 - What is the author's point of view?
 - What affect does have on the audience?
 - How does the author engage the reader here?
 - Which words and phrases did effectively?
 - Which section was the most interesting/exciting part?
 - How are these sections linked?

READING VIPERS

Retrieve



Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

READING VIPERS

Sequence



Sequence the key events in the text

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

READING VIPERS

S

ummarise



Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

English Interventions and Tuition



For a variety of reasons, the trajectory of children's progress and attainment in English is not always linear. As children move throughout their KS2 literacy journey, teachers may recognise that individuals could benefit from a short-term intervention to boost their progress or help them to achieve a particular target. The interventions are timetabled carefully and groups are rotated so the same lessons are not missed. Parents/carers are informed in termly Mentoring Meetings if their child could benefit from receiving extra intervention.

Specific pupils who are not making the expected progress are identified and offered after school tuition from their teachers. This is to ensure they have the support they need to make up for any missed learning time and to work on specific targets.

All interventions are tracked by teachers and English Leaders. As soon as pupils have made sufficient progress, they will no longer receive intervention and their attainment will continue to be monitored within lessons.

Interventions available:

Phonics Intervention (see Page 6)

Sound Discovery (one-to-one)

One-to-one readers with teaching assistants and volunteers

Reading comprehension using VIPERS and Reading Explorers (small group work)

Spelling intervention using 'Spelling Shed'

Grammar, Spelling and Punctuation intervention (small group work)

Handwriting intervention

Speed reading to improve fluency and stamina

KS2 SATs booster sessions (Year 6)

Phonics at KS2 'Catch Up' Intervention

Intent

In the Nebula Federation we believe that all children can become fluent readers and writers. We want children to develop a life-long love for reading, and we believe that children should have access to language rich books and texts. Phonics provides the foundations for children to become fluent readers (decoders) and writers (segmenting for spelling).

Across the federation, developing a love of reading and the teaching of phonics is a high priority. Developing a love of reading is a core part of our practice in school. To support this, the children choose a reading for pleasure book from our libraries to take home and share with their families. The children will also take home a phonics focus book – these books only contain taught GPCs in line with our systematic synthetic phonics programme (SSP). The purpose of a phonics focus book is to develop blending and segmenting skills.

Implementation

In the Nebula Federation, we use the Nebula Federation Systematic Synthetic Phonics Programme (as audited by the Wensum Hub Trust in September 2021) for teaching phonics. We use the Nebula Federation SSP intervention daily to support pupils who did not pass the KS1 phonics test or are working towards KS2 expectations.

It is proven to rapidly help children catch up and become confident readers. Children are assessed every half term using Phonics Tracker to monitor their progress and attainment.

Teachers and support staff show fidelity to our programme by using the long term plan, supporting documents and resources matched to our phonics programme

- Each phonics intervention lesson contains the following elements:

1. Revisit/Review - look at previously taught phonemes, graphemes, grapheme-phoneme correspondences, blending and segmenting skills.
2. Teach – Introduce new phonics learning linked to the phonics programme.
3. Practice/apply – Implementing the new learning. This could include practicing blending and segmenting skills.
4. Assess – monitor the learning within each phase of the lesson to inform future planning.

Children at risk of falling behind are quickly identified through daily lesson assessment and half termly phonics assessments (phonics tracker). Class teachers and support staff plan phonics interventions using the lesson assessment and phonics tracker assessment to ensure that all children make progress. Phonics provision has been put in place for children in key stage two who may need additional support (e.g. as the result of COVID 19 school closures or lesson absences from Key Stage 1).

Impact


Through the teaching of phonics and our reading comprehension curriculum, our aim is for all children to become confident and fluent readers by the end of KS2. Progress and attainment in phonics is assessed and monitored using in lesson assessment, phonics tracker half-termly assessments and the KS2 statutory assessment (SATs).

End of Key Stage 1 English Expectations

Years 3-6 are taught at White Woman Lane Junior School. Below are the skills, prior knowledge and understanding pupils should have to begin Key Stage 2 in Year 3. Pupils' reading and writing are assessed at the beginning of Year 3 and if there are gaps in the children's reading or writing skills, the curriculum is adapted to ensure all children are challenged and make good progress from their starting points.

English – Reading Year 2	
Expected	Greater Depth
<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is being said and done • Asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read

English – Writing Year 2	
Expected	Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of letters 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters

English – Reading	
Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> ● Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. ● Pupils are able to retrieve and record information ● Make predictions based on details stated and implied ● Draw on contextual evidence to make sense of what is read ● Explain and discuss their understanding of what they have read and words they have encountered ● Ask questions to enhance understanding of the text ● Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions ● Explain and justify their personal opinions about the text ● Make basic comparisons within and across different texts ● Identifying main ideas drawn from more than one paragraph and summarise these ● Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> ● Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? ● Identify how punctuation adds effect and the impact this has
<p>Books Studied in Whole Class Guided Reading</p>	
<p>- Appreciate how a character changes through the course of a story</p> <p>- Plot and character development through speech</p> <p>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>- Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p>	
	

Vocabulary- find and explain the meaning of words in context.

Inference- make and justify inferences using evidence from the text.

Predict- predict what might happen from the details given and implied.

Explain- explain how content is related and contributes to meaning as a whole

Retrieve- retrieve and record information and identify key details from fiction and non-fiction.

Summarise- summarise the main ideas from more than one paragraph.

The Power or Reading underlying core skills: **See Individual Book Plans**

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

English – Writing	
Year 3	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, using appropriate language ● In narratives, develop settings, characters and plot ● Include dialogue in narrative, punctuated with inverted commas ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although ● Use adverbs and prepositions to express time and cause 	<p>The pupil can:</p> <ul style="list-style-type: none"> ● Use sentences which enhance meaning through specific vocabulary and language choices ● Show some awareness of purpose through selection of relevant content and an attempt to interest the reader ● Begin to choose language used in dialogue to convey

English Curriculum Skills and Progression Map - White Woman Lane Junior School

<ul style="list-style-type: none">● In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)● Begin to use accurate verb tenses and subject-verb agreement in pieces of writing● Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession● Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list● Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones● Use legible, joined handwriting	<p>the character's thoughts and feelings effectively</p>
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Nebula Schools Writing Assessments - Year 3

Writing Expectations / Standard 3

	Criteria
1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).
2	Is beginning to join their handwriting.
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).
5	Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).
7	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).
8	Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).
12	Is beginning to use paragraphs.
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).
14	Can write neatly, legibly and accurately, mainly in a joined style.
15	Can use adjectives and adverbs for description.
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).
19	Can attempt to give opinion, interest or humour through detail.
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)
21	Is beginning to develop a sense of pace (lively and interesting).

3 Below: 0-2 **3 Beginning:** 3-8 **3 Developing:** 9-11 **3 Expected:** 12-15 **3 Embedded:** 16-18
3 Exceeding: 19-21

If entry to Year 4 is not met, then the judgement is **3 Exceeding**. A pupil in KS1 working within secure Standard 3 or above is said to be KS1 Exceeding/Mastery.

Outcome: **End of Year: In order to achieve expected or above Criteria 1, 2, 8, 10, 11, 12 must be confidently met inclusive of the 12+ ticks.**

Year 3 Grammar, Punctuation and Spelling Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

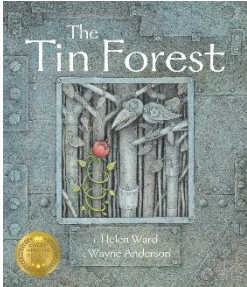
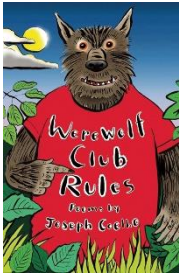
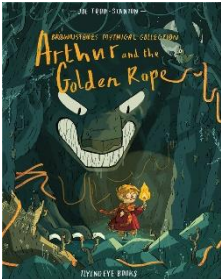
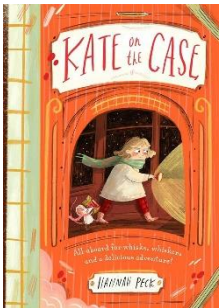
Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, chronological, imperative verbs.

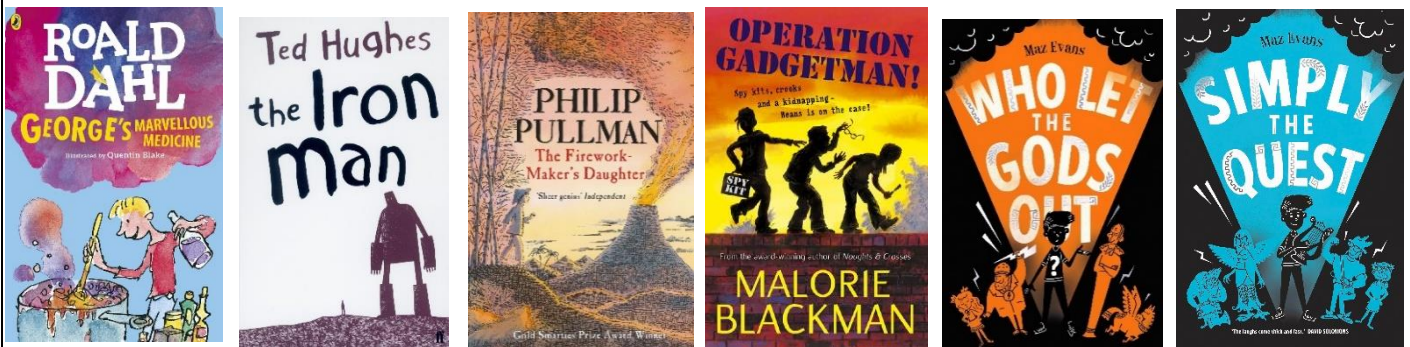
<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Adverbs
5	Subject, object, verb
6	Clauses and phrases
7	Conjunctions
8	Main and Subordinate clauses
9	Capital letters and full stops
10	Question marks and exclamation marks
11	Commas in a list
12	Apostrophes for omission and possession
13	Inverted commas for direct speech
14	Prepositions
15	Statement, question, exclamation, command
16	Homonyms and Homophones- for example: their, there, where, wear, which witch, night, knight

Year 3 Power of Reading – Long Term Plan 2023-24			
	Book Studied	Key learning objectives and writing outcomes	Long piece of writing (yellow box edited)
Autumn 1	<p>The Tin Forest</p> 	<ul style="list-style-type: none"> To imagine a character's thoughts To add words to an image To use descriptive language To write in role To write a diary entry To use descriptive language To plan a story To write a descriptive story introduction 	<p>Setting description within a diary.</p> <p><i>Cross-Curricular Links:</i> Into The Forest – Let's Think in English</p>
Autumn 2	<p>Werewolf Club Rules (Poetry)</p> 	<ul style="list-style-type: none"> To write a short poem To use metaphors To use onomatopoeia To use personification in a poem Making a class anthology 	<p>Write a poem/selection of poems in the style of Joseph Coelho)</p>
Spring and Summer Term	<p>Arthur and The Golden Rope</p> 	<ul style="list-style-type: none"> To respond to an illustration To describe an object To use persuasive language To create a class poem To use inverted commas To write a newspaper report To write a short letter To write a diary entry To use headings and subheadings To write in paragraphs To write Arthur's journey 	<p>Newspaper article (response to The Wolf destroying the town)</p> <p><u>Story writing</u> Arthur's journey across the ocean to see Thor</p>
Summer 2	<p>Kate on The Case</p> 	<ul style="list-style-type: none"> To make predictions based on an image To write a diary entry To write an acrostic poem To create a fact file To explore characters' thoughts and feelings To use adverbs To use conjunctions 	<p>Write a fact-file/non-chronological report</p> <p>Describe a setting</p>

	<p>Speaking and Listening Opportunities throughout:</p> <ul style="list-style-type: none"> • Role play • Conscience alley • Debate • Responding to big questions
--	--

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has

Books Studied in Whole Class Guided Reading



- Vocabulary- find and explain the meaning of words in context.
- Inference- make and justify inferences using evidence from the text.
- Predict- predict what might happen from the details given and implied.
- Explain- explain how content is related and contributes to meaning as a whole
- Retrieve- retrieve and record information and identify key details from fiction and non-fiction.
- Summarise- summarise the main ideas from more than one paragraph.

The Power or Reading underlying core skills: **See Individual Book Plans**

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

English – Writing

Year 4

Expected

Greater Depth

The pupil can:

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader
- In narratives, describe settings and characters, using a range of descriptive devices
- Include correctly punctuated dialogue in narrative
- Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions
- Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices
- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
- Use legible, joined handwriting

The pupil can:

- Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis
- Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)
- Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader
- Choose language used in dialogue effectively to convey characters thoughts and feelings

Nebula Schools Writing Assessment - Year 4

Writing Expectation / Standard 4

No.	Criteria
1	Can write in a lively and coherent style.
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.
6	Can write neatly, legibly and accurately, usually maintaining a joined style.
7	Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).
8	Can use links to show time and cause. (See attachment for cohesive devices.)
9	Can open sentences in a wide range of ways for interest and impact.
10	Can deliberately use short sentences to create impact.
11	Can use paragraphs although may not always be accurate.
12	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).
13	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...')
14	Can use subordinate clauses– 'I felt better when...'
15	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.
16	Can use nouns, pronouns and tenses accurately and consistently throughout.
17	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).
18	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
19	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).
20	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').
21	Can develop ideas in creative and interesting ways.

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 11 must be confidently met inclusive of the 12+ ticks Outcome:

Below: 0-2 Beginning: 3-8 Developing: 9-11 Expected: 12-15 Embedded: 16-18
Exceeding: 19-21

If entry to Year 5 is not met, then the judgement is **4 Exceeding**

Year 4 Grammar, Punctuation and Spelling Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, **persuasive**, chronological.

Order	Grammar
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Adverbs and adverbs of time
5	Subject, object, verb
6	Clauses and phrases
7	Conjunctions
8	Pronouns (Inc. possessive)
9	Determiners
10	Noun phrases
11	Adverbial phrases
12	Main and subordinate clauses
13	Question marks and exclamation marks
14	Statement, question, exclamation, command
15	Commas in a list and after fronted adverbials
16	Apostrophes for omission and possession (plural)
17	Inverted commas for direct speech and comma to separate the speech
18	Prepositions

Key:

Introduced in Year 4

Introduced in Year 5

Introduced in Year 6

Children in Years 3 and 4 will revise the spelling patterns studied in Years 1 and 2, as well as learning the new spelling patterns below. All pupils have access to Spelling Shed <https://www.spellingshed.com/en-gb/> to complete weekly spelling homework.

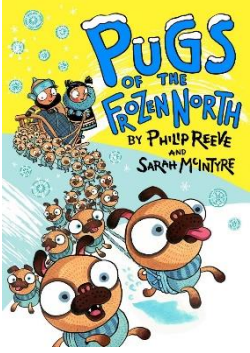
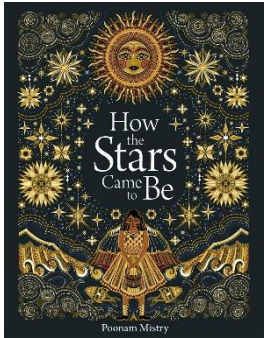
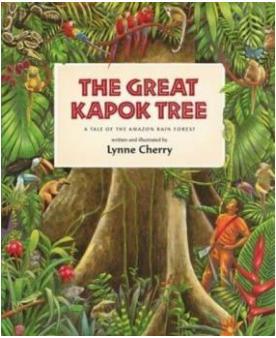
Word list – years 3 and 4



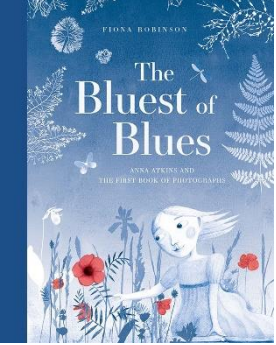
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

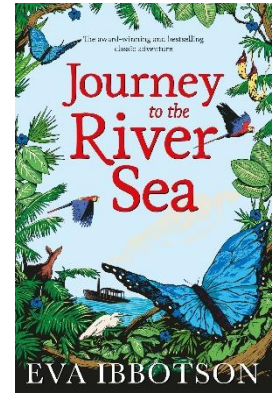
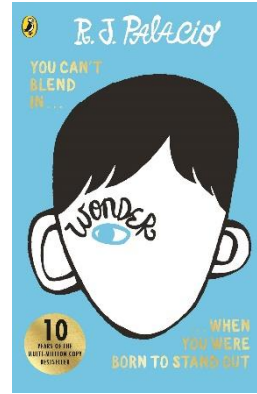
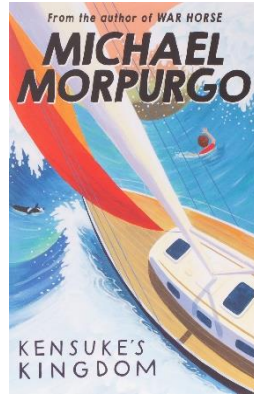
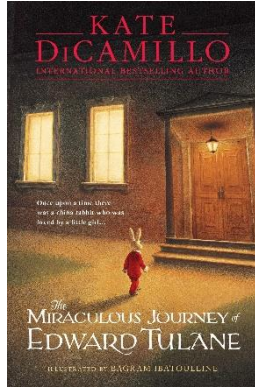
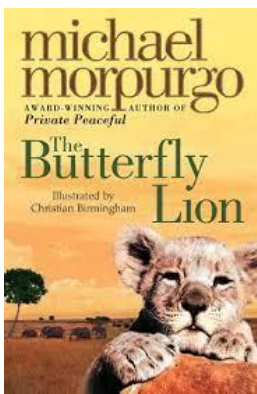
Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Year 4 Power of Reading – Long Term Plan 2023-24			
	Book Studied	Key learning objectives and writing outcomes	Long piece of writing (yellow box edited)
Autumn Term	<p>Pugs of the Frozen North</p> 	<ul style="list-style-type: none"> To use adverbials of time (diary writing planning) Freeze-frames and annotations. To portray a character's emotions through drama. Role on the wall – Shen Double bubble character comparison (Shen and Sika) To visualise and describe a setting Free-verse poem To write a descriptive passage To write a note to Shen giving reasons why he should stay or go. Identifying features of a non-chronological report 	<p><u>Yellow box editing:</u> Non-Chronological Report on pugs and huskies</p> <p>Diary entry in role as Shen</p> <p><i>Cross-curricular links:</i> Habitats - Science</p>
Spring 2	<p>How The Stars Came to Be</p> 	<ul style="list-style-type: none"> Book talk responses Information text Covering letter Annotations Free writing Poetry Writing in Role – Personal Narrative 	<p><u>Yellow box editing:</u> Narrative – original creation story</p> <p><i>Cross-curricular links:</i> Aboriginal paintings - Art</p>
Summer 1	<p>The Great Kapok Tree</p> 	<ul style="list-style-type: none"> Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Extension of a narrative 	<p>Debate/Balanced argument</p> <p><i>Cross-curricular links:</i> Habitats – Geography Year 5 pre-teach rainforests</p>

English Curriculum Skills and Progression Map - White Woman Lane Junior School

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>The Bluest of Blues</p> 	<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Draft and write by composing and rehearsing sentences orally • In narrative create settings, characters and plot • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. 	<p>Links with Kingswood beach trip</p>
<p>Speaking and Listening Opportunities throughout:</p> <ul style="list-style-type: none"> • Role play • Conscience alley • Debate • Responding to big questions 			

English – Reading	
Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> ● Pupils are able to retrieve and record information ● Make predictions based on details stated and implied ● Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. ● Identify themes and conventions through discussion and comment ● Discuss and explain their understanding of the meaning of vocabulary in context ● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Express views formed through independent reading and books that are read to them, explaining personal opinions ● Are able to make comparisons within and across different texts ● Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> ● Use generally relevant textual references or quotations (PEE) ● Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...
<p>Books Studied in Whole Class Guided Reading</p> <ul style="list-style-type: none"> - Appreciate how a character changes through the course of a story - Plot and character development through speech - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; - Progressively build a varied and rich vocabulary and an increasing range of sentence structures - Assess the effectiveness of their own and others’ writing and suggest improvements. 	



Vocabulary- find and explain the meaning of words in context.

Inference- make and justify inferences using evidence from the text.

Predict- predict what might happen from the details given and implied.

Explain- explain how content is related and contributes to meaning as a whole

Retrieve- retrieve and record information and identify key details from fiction and non-fiction.

Summarise- summarise the main ideas from more than one paragraph.

The Power of Reading underlying core skills: See Individual Book Plans

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

English – Writing	
Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader ● In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures ● Include dialogue within narratives to develop characters ● Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun ● Begin to manipulate sentence structure for effect ● Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place ● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing ● Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists ● Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum ● Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught ● Use a dictionary to check the spelling of more uncommon or ambitious vocabulary ● Maintain legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> ● Manage shifts in viewpoint within a piece of writing with careful selection of language ● Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices ● Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader ● Use the passive and active voice appropriately to control the level of formality of a piece of writing ● Use a range of punctuation to enhance meaning

Nebula Schools Writing Assessments - Year 5

Writing Expectation / Standard 5

No.	Criteria
1	Can produce well-structured and organised writing.
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).
3	Can use descriptive language to describe settings and characters.
4	Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).
5	Can use paragraphs consistently and appropriately.
6	Can use different verb forms mostly accurately.
7	Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)
9	Can use complex sentence structures appropriately.
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
12	Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.
13	Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.
14	Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....
15	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).
16	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).
18	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).
19	Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)
20	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).
21	Can show confident and established 'voice'.

Outcome:

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 10, 12 & part of 13 must be confidently met inclusive of the 12+ ticks.

Below: 0-2

Beginning: 3-8

Developing: 9-11

Expected: 12-15

Embedded: 16-18

Exceeding: 19-21

Year 5 Grammar, Punctuation and Spelling Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, cohesion, formal, informal, inverted commas, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, personification, simile, metaphor, rhythm, repetition, chronological.

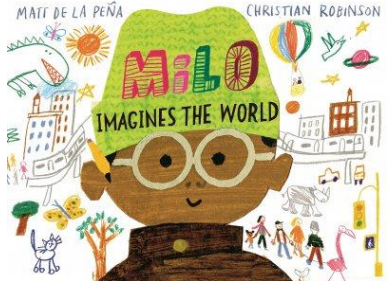

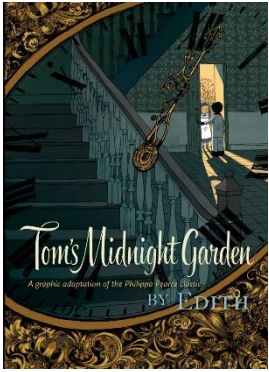
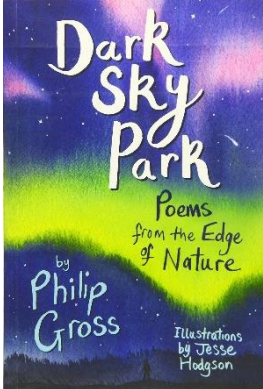
<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Modal verbs
5	Adverbs and adverbs of time
6	Subject, object, verb
7	Clauses and phrases
8	Conjunctions
9	Prepositions
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials
17	Main and subordinate clauses and comma to separate subordinate and main clauses
18	Relative pronouns and clauses and embedded relative clauses
19	Parenthesis- brackets, dashes, double commas
20	Antonyms and synonyms
21	Apostrophes for omission and possession (plural)
22	Inverted commas for direct speech and comma to separate the speech (introduce when required)

Key:

Introduced in Year 4

Introduced in Year 5

Introduced in Year 6

Year 5 Power of Reading – Long Term Plan 2023-24			
	Book Studied	Key learning objectives and writing outcomes	Long piece of writing (yellow box edited)
Autumn 1	<p>Milo Imagines The World</p> 	<ul style="list-style-type: none"> To write a free verse poem. To retell a story from a different perspective. To describe a setting. To write a narrative. 	<p>Create a story from the boy in the suits view. Including his thoughts on Milo.</p> <p><i>Cross-curricular links:</i> Last Stop on Market Street – Let's Think in English</p>
Autumn 2 and Spring 1	<p>The Song from Somewhere Else</p> 	<ul style="list-style-type: none"> To write a narrative. To write a persuasive letter. To create a non-chronological report. To write a diary entry in role To write a nonsense poem. To re-tell events from another character's point of view. To write a letter in role. To write a newspaper report. 	<p>Entry – a recount of the first events</p> <p>Non-fiction – Newspaper report</p>
Spring 2 and Summer 1	<p>Tom's Midnight Garden</p> 	<ul style="list-style-type: none"> To write a narrative. To write a letter in role. To write a poem about the garden. To write a suspense story. To describe a setting. To write a diary entry in role as Tom. To write a persuasive letter. 	<p>Suspense writing/setting description</p> <p>Persuasive letter in role as Peter.</p>
Summer 2	<p>Dark Sky Poems</p> 	<ul style="list-style-type: none"> Poetry performances Artistic responses to poems read Notes and annotations exploring language and personal responses to poems read. Persuasive adverts Own poems inspired by poems read. 	<p>Own poems inspired by those studied.</p>

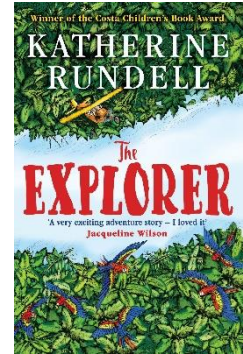
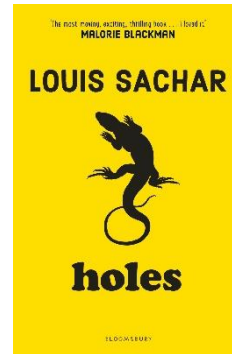
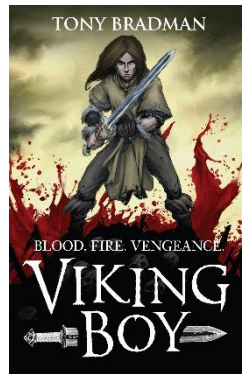
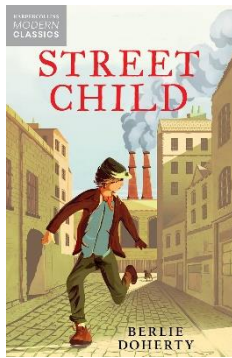
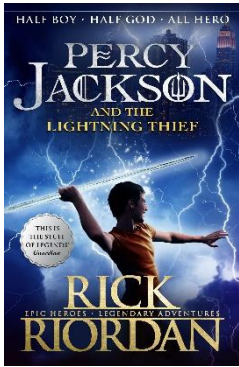
English Curriculum Skills and Progression Map - White Woman Lane Junior School

Speaking and Listening Opportunities throughout:

- Role play
- Conscience alley
- Debate
- Responding to big questions

English – Reading	
Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> ● Read age-appropriate books with confidence and fluency (including whole novels) ● Retrieve and record information ● Predict what might happen from details stated and implied ● Read aloud with intonation that shows understanding ● Work out the meaning of words from the context ● Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence ● Make comparisons within and across books ● Summarise main ideas, identifying key details and using quotations for illustration ● Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> ● Identify key details using quotations for illustration (Point, Explanation, Evidence) ● Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
<p>Books Studied in Whole Class Guided Reading</p> <ul style="list-style-type: none"> - Appreciate how a character changes through the course of a story - Plot and character development through speech - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; - Progressively build a varied and rich vocabulary and an increasing range of sentence structures - Assess the effectiveness of their own and others’ writing and suggest improvements. 	

VIPERS Guided Reading: See Whole School Planning Overview



Cross-curricular links:

Percy Jackson – Ancient Greeks (Power of Reading unit - Odysseus)

Street Child – Victorians (History)

Viking Boy – Vikings (History)

The Explorer – Building on Year 5 rainforest work (Geography)

Vocabulary - find and explain the meaning of words in context.

Inference- make and justify inferences using evidence from the text.

Predict- predict what might happen from the details given and implied.

Explain- explain how content is related and contributes to meaning as a whole

Retrieve- retrieve and record information and identify key details from fiction and non-fiction.

Summarise- summarise the main ideas from more than one paragraph.

The Power or Reading underlying core skills: See Individual Book Plans

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

Nebula Schools Writing Assessments - Year 6

End of Key Stage 2 Writing

No.	Criteria
1	Can use paragraphs to organise ideas.
2	Can describe characters and settings.
3	Uses a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)
4	Uses different verb forms mostly accurately.
5	Uses co-ordinating conjunctions: for, and, nor, but, or, yet, so.
6	Uses subordinating conjunctions: after, although, because, before, until, even though, as soon as.
7	Uses these mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction. (At least 4 of these to achieve the tick.)
8	Spells most words correctly from the Year 3, 4, 5 & 6 spelling lists.
9	Creates atmosphere (describes using all senses with integrated dialogue to advance the action) and sustains it throughout a piece of writing.
10	Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
11	Uses passive verbs mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....
12	Uses modal verbs mostly appropriately. Examples: could, should, would, might, may, must, ought to.
13	Uses a wide range of clause structures, sometimes varying their position within the sentence.
14	Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. (see attachment for examples.) At least 2 required for the tick.
15	Uses these mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis: () double dash, commas. (At least 2 required for the tick- see attachment for examples.)
16	Makes some correct use of the following: semi-colons, dashes, hyphen, colons. (At least 2 for the tick.)
17	Can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.
18	Select verb forms for meaning and effect.
19	Uses semi-colons to mark the boundary between independent clauses.
20	Uses colons to mark the boundary between independent clauses.
21	Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Outcome:

Yellow: Working towards criteria criteria (WT 1-8 inclusive)	Green: Expected standard criteria (Expected 1-16 inclusive)	Purple: Working at greater depth (GD 1-21 inclusive)
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End of Key Stage 2 Writing Expectations

Working Towards Expected
Write for a range of purposes
Use paragraphs to organise ideas
In narratives, describe settings and characters
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
Use mostly correct: <ul style="list-style-type: none"> • capital letters • full stops • question marks • commas for lists
Apostrophes for contraction
Spell correctly most words from the Y3/Y4 spelling list*
Spell some words correctly from the Y5/Y6 spelling list*
Write legibly ¹

Expected
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
In narratives, describe: <ul style="list-style-type: none"> • settings • characters • atmosphere
Integrate dialogue in narratives to convey character and advance the action
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately eg: <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative • using passive verbs to affect how information is presented • using modal verbs to suggest degrees of possibility
Use a range of devices to build cohesion eg: <ul style="list-style-type: none"> • conjunctions • adverbials of time and place • pronouns • synonyms
Use verb tenses consistently and correctly throughout their writing
Use the range of punctuation taught at KS2 mostly correctly e.g: <ul style="list-style-type: none"> • inverted commas and other punctuation to indicate direct speech) • commas for clarity (to mark clauses and phrases) • semi-colons • colons • dashes • hyphens
Spell correctly most words from the Y5/Y6 spelling list* and use a dictionary to check the spelling of more uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed ²

Greater Depth
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing ³ and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at KS2 correctly e.g:
<ul style="list-style-type: none">• semi-colons
<ul style="list-style-type: none">• dashes
<ul style="list-style-type: none">• colons
<ul style="list-style-type: none">• hyphens
<ul style="list-style-type: none">• when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Year 6 Grammar, Punctuation and Spelling Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, etymology, cohesion, biased, neutral, formal, informal, subjunctive, inverted commas, atmosphere, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, assonance, personification, simile, metaphor, rhythm, repetition, chronological, persuasive.

<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Modal verbs
5	Adverbs
6	Subject, object, verb
7	Clauses and phrases inc. capital letters and full stops
8	Conjunctions and Prepositions
9	Antonyms and synonyms
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials
17	Main and subordinate clauses and comma to separate subordinate and main clauses
18	Apostrophes for omission and possession (plural)
19	Inverted commas for direct speech and comma to separate the speech
20	Semi-colons between two main clauses and in a list
21	Colons to separate clauses and to introduce a list
22	Relative pronouns and clauses and embedded relative clauses
23	Parenthesis- brackets, dashes, double commas
24	Active and Passive sentences
25	Ellipsis, hyphen, bullet points
26	Progressive, perfect tenses
27	Subjunctive

Key:

Introduced in Year 4

Introduced in Year 5

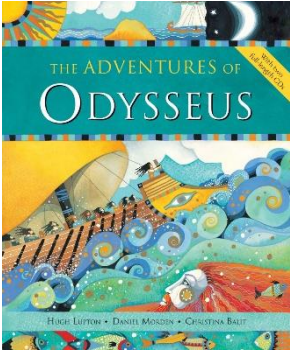
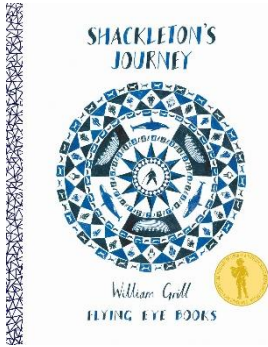
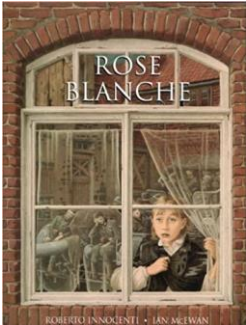
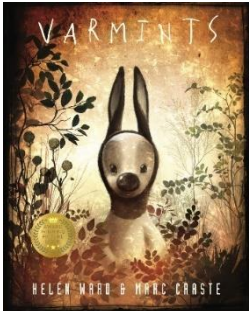
Introduced in Year 6

Children in Years 5 and 6 will revise the spelling patterns studied in Years 3 and 4, as well as learning the new spelling patterns below. All pupils have access to Spelling Shed <https://www.spellingshed.com/en-gb/> to complete weekly

Word list – years 5 and 6



accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Year 6 Power of Reading – Long Term Plan 2023-24			
	Book Studied	Key learning objectives and writing outcomes	Long piece of writing (yellow box edited)
Autumn 1 and 2	<p>The Adventures of Odysseus</p> 	<ul style="list-style-type: none"> • Letters from Odysseus/Penelope • Annotated storyboards/maps • Diary entries • Instructions • Notes for a debate • Horror/thriller story writing • Newspaper article • An alternative viewpoint story (optional) 	<p>A horror story, inspired by the mythical creatures from Odysseus.</p>
Spring 1 and 2	<p>Shackleton's Journey</p> 	<ul style="list-style-type: none"> • Drawing and annotating • A CV for a crewmate • Ship's log (in role) • Text marking • Character description • Poetry to describe the Weddell Sea • Letter writing • Speech • Non-chronological report • Recipe/instruction writing (optional) 	<p>Non-chronological report</p>
Summer 1	<p>Rose Blanche</p> 	<ul style="list-style-type: none"> • Writing in role • Thought tracking • Diary writing • Letter writing • War poetry • Journalistic writing 	<p>Writing in role as Rose Blanche</p> <p>Additional writing: A flashback story (linked with the Piano video or Dunkirk)</p> <p><i>Cross-curricular links:</i> WWII (History)</p>
Summer 2	<p>Varmints by Helen Ward</p> 	<ul style="list-style-type: none"> • Creating a descriptive piece about characters and events • Character creation • Persuasive poster • Writing in role as a character (diary) • Debate/written argument • Poetry • Formal letter writing 	<p>A diary written from the perspective of the Varmint.</p> <p><i>This book with a variety of tasks set from Literacy Shed videos to inspire wider writing genres.</i></p>

English Curriculum Skills and Progression Map - White Woman Lane Junior School

Speaking and Listening Opportunities throughout:

- Role play
- Conscience alley
- Debate
- Responding to big questions

Speaking and Listening Objectives	
Year 3	Year 4
<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Express feelings and ideas when speaking about matters of immediate interest ● Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts ● Understand and engage with the speaker ,demonstrating attentive listening ● Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> ● Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement <p>Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning</p>	<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener ● Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> ● Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas ● Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> ● Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario ● Show understanding of how and why language choices vary in their own and others’ talk in different situations

Year 5	Year 6
<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit ● Shape talk in deliberate ways for clarity and effect to engage the listener ● Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context ● Recognise significant details and implicit meanings, developing the speaker's ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> ● Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions ● Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <p>Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</p>	<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener ● Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands ● Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> ● Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> ● Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues ● Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

Whole School Lesson Overview

Year 3	
Date	LTE Lesson
Autumn 1	The Selfish Crocodile - PowerPoint (Classification)
	Dark - Poem (Frames of Reference)
Autumn 2	Kids - Poem (Intentions and Consequences)
	Kites – (Symbolic Reasoning & Sequencing)
Spring 1	Journey – (Symbolic Reasoning)
	Quest - (Classification) Return (Frames of Reference)
	Here we are (Classification)
Spring 2	The Tunnel – (Symbolic Reasoning)
	Mystery – (Frames of Reference)
	The Sea Saw (Narrative Sequencing)
Summer 1	Who What Where? – (Frames of Reference)
	Who Did It? (Intentions and Consequences)
Summer 2	Tadpole's Promise – PowerPoint (Intentions and Consequences)
	Today I Feel (Part 1) – (Symbolic Reasoning)
	Today I Feel (Part 2) – (Frames of Reference)

Year 4	
Date	LTE Lesson
Autumn 1	Alike (Symbolic Representation)
	Red Tree (Narrative Sequencing)
Autumn 2	The Present (Frames of Reference)
	Comprehension
Spring 1	Wolves (Classification)
	Splash (Classification)
Spring 2	Foundling (frames of reference)
	Comprehension / Old (Intentions and Consequences)
	Not Now Bernard (Intentions and Consequences)
Summer 1	Shirley (Narrative Sequencing)
	Comprehension
	Ian (Frames of Reference)
Summer 2	Blue Yellow (Symbolic reasoning)
	Before After (Narrative sequencing)
	Red Riding Hood (Frames of reference)

Year 5	
Date	LTE Lesson
Autumn 1	Last Stop (Symbolic reasoning)
	Lulu (intentions and consequences)
	Tree (symbolic reasoning)
Autumn 2	The Maker (narrative sequencing)
	1)a (intentions and consequences)
Spring 1	Shoes (classification)
	Rabbits (symbolic reasoning)
Spring 2	Conquerors (intentions and consequences)
	Window (narrative sequencing)
	The Long Walk (Narrative sequencing)
Summer 1	Bear (classification)
	Home (symbolic representation)
Summer 2	Not much room (Narrative sequencing)
	I, too (Symbolic representation)

Year 6	
Date	LTE Lesson
Autumn 1	Building LTE skills - Black Dog (symbolic reasoning)
	Voices Lesson 1 (frames of reference)
	Voices Lesson 2 (intentions and consequences)
Autumn 2	Snowmen (symbolic reasoning)
	Hole (intentions and consequences)
	Survivors (Classification)
Spring 1	Life doesn't frighten me much (Frames of reference)
	Who (frames of reference)
Spring 2	Visitor (intentions and consequences)
	Feathers (Symbolic reasoning)
Summer 1	Staircase (symbolic reasoning)
	Knight (narrative sequencing)
Summer 2	Creatures (narrative sequencing)
	Umbrella (Narrative sequencing)
	Maps (symbolic reasoning)

Following an authentic writing process

Following an authentic model for writing in the classroom allows students to feel what it is like to be a writer. It is so much more than simply 'doing' writing tasks. Following an authentic process results in well-developed pieces of writing; pupils follow a truly creative process and have the impetus to write for themselves. The core focus of an authentic writing process is on giving pupils a credible opportunity to develop their own voice, have a choice about what they want to say and how they say it and the chance to write with freedom.

The model: This model has been developed by the Centre for Literacy in Primary Education (CLPE) as part of their Power of Pictures and Power of Poetry programmes. The model was developed in partnership with authors, illustrators and poets to describe the steps a practicing writer goes through so that this process can then be used in the classroom.

Each circle represents a different part of the writing process. A writer will often work through each of the parts in sequence but the continuous line between each small circle aims to show how a writer will often have to go back and forth through the steps as work is developed over time and the writing progresses from ideation to publication.

At its centre the model shows that a classroom needs to work as a community of writers; a place where the writer identity of all pupils is fostered, developed and celebrated. Communities of writers explore why and how we write. In a classroom the teacher adopts the dual positions of a teacher who is an active and practiced writer and a writer who teaches the craft of writing. In a purposeful writing community, pupils and adults work together to support each other to develop, reflect on and celebrate writing.



Ideation:

Ideation is the creative process of generating, developing, and communicating new ideas. Activities and demonstrations should focus on exploring where and how we get ideas from in the real world of writing and giving pupils time, space and stimulus to begin to form and shape ideas for their own writing for real life purposes and audiences.

Ideas could be stimulated by:

- Stories, books and information read or seen;
- Personal experiences and feelings
- Real life events
- Other stimulus: music, art, drama, film, dance

The development of ideas is be fostered by encouraging pupils to:

- Read, and be read to, widely and often
- Spend time thinking
- Draw and doodle
- Talk with others
- Watch or listen to different kinds of media or performances
- Engage in cultural experiences, such as art, theatre, music, dance

Creation:

Creation is the act of writing down and shaping ideas with a purpose, audience and form in mind. Activities and demonstrations should focus on exploring different ways to capture, work up and develop ideas in the journey to publication. Sharing the processes of real writers, for example their thoughts and advice and images of their journals, notebooks and sketchbooks can be a valuable part of this process, sharing how the work will often begin rough, in note form and tentative before being worked up more fully for an audience.

Creation should be supported by providing pupils with:

- Time to try out and work up ideas
- Space and freedom to be tentative
- Flexibility to work in different ways to plan, draft and develop thinking
- No pressures that initial ideas be worked up to a fixed extent, be presented in a certain way or be polished to a level that is unnecessary to drafting and shaping
- An idea of appropriate deadlines
- Access to another writer in the community to share and work through thoughts and challenges as ideas progress
- Time to work and re-work ideas as thought processes develop

The development of writing could be fostered by encouraging pupils to:

- Keep a journal, notebook or sketchbook to collect and develop ideas
- Understand that the creation process begins rough and messy and is shaped and becomes ordered over time
- Know that as writing develops over time, re-working ideas is a positive practice

English Curriculum Skills and Progression Map - White Woman Lane Junior School

- Know that ideas can be represented in a variety of ways in the creation process, e.g. through notes, visual representations and voice recordings as well as more developed pieces of writing over time
- Understand the processes of practicing writers, including sharing and talking about their work with others as they create and working to a deadline that helps them to work up ideas towards an end goal

Reflection:

Reflection is the act of giving attentive consideration to writing produced, in order to make sense of the content, and to make appropriate changes if they are required. Activities and demonstrations should focus on exploring on where ideas are working well for the purpose, audience and form of the writing and where challenges or sticking points are arising. The focus here should primarily be on the content and overall structure of the writing, with the perceived audience in mind, rather than the technical handling of the writing system (spelling, punctuation etc.). Reading the writing aloud is a crucial part of this process, so that writers can hear how the words sound and flow off the page as well as how they scan and sit on the page. A culture of supportive response should be developed in the writing community where response partners work like an editor or art director, asking questions and making supportive suggestions to guide the writer in developing their work to be the best it can be for themselves and their audience.

Reflection should be supported by providing pupils with:

- Time to work with a supportive partner at different points of the process
 - Scaffolds for the kinds of questions that could be asked to prompt thinking and develop ideas
 - Time to re-work ideas after reflecting on their work
 - Models of how to edit work effectively rather than re-writing swathes of content
- Effective reflection could be fostered by encouraging pupils to:
- Reflect on the work of published writers as they read, listen to or watch published compositions, commenting on the effects on the audience and how these have been achieved
 - See work as a work in progress up to the point of publication and encourage children to be secure in discarding, re-working or developing ideas in response to reflection
 - Understand the processes of published writers by listening to or reading about how they work and develop their work over time
 - Understand how real writers work with reflection partners such as editors, art directors and sales and marketing teams to shape content for different audiences, purposes and forms

Publication:

Publication is the means to present writing in a way that is most appropriate for the purpose, audience and form. This may be through the spoken as well as the written form and may also involve visual communication, if appropriate. Prior to publication, writers should work with a supportive partner to polish the work ready for publication, proof-reading work and checking for spelling and punctuation accuracy. Materials that facilitate the most appropriate forms of publication, reflecting those used by a practicing writer working in this way should be provided to give writers the full sense of the satisfaction publishing and presenting writing can bring.

Publication should be supported by providing pupils with:

- Time to work with an effective partner to proof read and edit work ready for publication
- Examples of published writing to draw on for ideas and inspiration
- Materials that allow them to publish their writing that most closely fits their desired intention
- Time to try out different methods and re-work to achieve desired effects. The development of publication could be fostered by encouraging pupils to:
- Consider different ways messages are communicated in the real world and how these are published to impact most effectively on the intended audience
- Understand the steps that lead up to publication such as proof-reading, spelling and punctuation checks and why these are important for published work
- Make active decisions about the best ways to publish their work and the materials and resources they need to do this effectively
- Take time to publish their work to the best level possible
- Share their published work with an intended audience and encourage them to offer responses on the effect the writing had on them

Yellow Box Editing: (Phase out from Summer 2024)

As part of the school's English policy, all children get a chance to edit their work in response to their teacher's 'Wow' and 'Now' comment. All children get the opportunity to respond to their teacher's 'Now' comment so that they can improve on one element of the writing assessment criteria or to move forward as a writer. The section that could be improved is placed in a yellow box so that the original work is still visible, and it allows for just a small section of work to be edited and improved. With time, the child will be able to identify independently which section of their work could potentially be re-written and improved. During 'Yellow Box Editing Time', they will also get the opportunity to:

- Identify and correct some spelling errors
- Identify and correct some punctuation errors
- Identify and correct some grammar errors

An 'Sp', 'P' or 'G' is marked in the margin in upper school for children to identify the error and in lower school, in some cases, the word or errors will be underlined by the teacher.

New Writing Assessment Process (replacing the previous 'Yellow Box' marking process)

The aim is to do this for one piece of writing every half term. There may be a time where a piece of assessed writing is completed across two half terms, so the aim is to have at least 5 assessed pieces of writing throughout one academic year.

1. Before a piece of half-termly writing, the first few pages of the English book will have the input/ideas and the planning process. It may even show some grammar work that will prepare them for a particular style of writing.
2. Create some success criteria for their assessed piece of writing:
 - This can include any criterion that they may need to meet on their writing assessment sheet.
 - It may be something you have recently shared in a grammar starter or session.
 - The whole class can receive the same success criteria and they decide to meet all of it or just ones that they understand how to meet.
 - The success criteria can be differentiated.
 - The success criteria will need to be printed out and stuck in their books underneath the first draft's learning objective.
3. Once they have completed their planning, they may create a first draft piece of writing taking into account the success criteria. They may also have a WAGOLL either on the board or as a copy. You may want to do this on a double-page spread so that they can see their draft copy when it comes to writing the final or you may wish to photo copy drafts that spread over two pages. During the lesson, teachers and any available teaching assistants can check through the drafts as they go (live marking/feedback) giving verbal feedback for errors or improvements. Once the first drafts are complete, do not allow them to go onto their final piece until their first draft is marked.
4. Marking the first draft
 - Use the margin correction code from the previous marking system. **P**- Punctuation error, **G**- grammar error, **SP**-Spelling error. Do not mark every single error. Do not give more than 8 margin corrections.
 - Leave a positive comment on their first draft or any other feedback required if not given verbally.
5. The next few lessons can be spent on other tasks to do with the PoR book until all first drafts are marked or spend the time on tasks that will support their writing further. Leave some pages blank in their English books for the final draft if necessary.
6. Once all first drafts are marked, children can use a green pen to do their margin corrections first and read any feedback.
7. Start a new Learning Objective identifying the piece of work as a final piece. They can then re-write an improved version of their first draft to become their final piece. Provide any resources such as word mats, thesaurus, WAGOLLS ect to enable them to improve their first piece and not literally re-write the same version again.
8. Once they have completed their final piece, it can be marked using the writing assessment sheet.