



**Subject Overview 2024/25: English  
Curriculum and Pedagogy Writing and Grammar**



	Year 3	Year 4	Year 5	Year 6
<b>WRITING OVERVIEW</b>	<p>Effective writers use a number of strategies to support each component of the writing process: planning, drafting, sharing, evaluating and revisiting activities, editing and publishing.</p> <p>Use prefixes and suffixes in spelling</p> <ul style="list-style-type: none"> <li>• Use dictionary to confirm spellings</li> <li>• Write simple dictated sentences</li> <li>• Use handwriting joins appropriately</li> </ul> <p>Plan and write base on familiar forms</p> <ul style="list-style-type: none"> <li>• Rehearse sentences orally for writing</li> <li>• Use varied rich vocabulary</li> <li>• Create simple settings and plots</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<p>Correctly spell common homophones</p> <ul style="list-style-type: none"> <li>• Increase regularity of handwriting</li> <li>• Plan and write based on familiar forms</li> <li>• Organise writing into paragraphs</li> </ul> <p>•Use simple organisational devices</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Evaluate own and others' writing</li> <li>•Read own writing aloud</li> </ul>	<p>Secure spelling, including homophones, prefixes, silent letters, etc</p> <ul style="list-style-type: none"> <li>• Use a thesaurus</li> <li>• Legible, fluent handwriting</li> <li>• Plan writing to suit audience and purpose</li> </ul> <p>Develop character, setting and atmosphere in narrative</p> <ul style="list-style-type: none"> <li>• Use organisational and presentational features</li> <li>• Use consistent appropriate tense</li> <li>• Proof reading</li> <li>• Performing own composition</li> </ul>	<ul style="list-style-type: none"> <li>•Use knowledge of morphology and etymology in spelling</li> <li>•Develop legible personal handwriting style</li> <li>• Plan and write to suit audience and purpose; use models of writing</li> <li>•Develop character and setting in narrative</li> <li>• Select grammar and punctuation for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul>

	<ul style="list-style-type: none"> <li>• Proofread for spelling and punctuation errors</li> </ul>			
<b>WORD</b>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<ul style="list-style-type: none"> <li>• The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>• Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
<b>SENTENCE</b>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news]</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive</li> </ul>

				forms such as If I were or Were they to come in some very formal writing and speech]
<b>TEXT</b>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• An introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-</li> </ul>

				eating shark, or recover versus re-cover]
<b>KEY TERMINOLOGY</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

<b>IMPLEMENTATION</b>	Whole School agreed expectations of consistency in Writing
	<b>Approach to Writing</b>
	<p><b><u>Key expectations</u></b></p> <p>All children should be exposed to a range of high quality, language rich and differentiated texts so that all pupils can access the class text. Through the differentiated texts approach, here at Alexandra Junior School, we teach a writing week following a reading week. Children should be given the chance to gather key language and vocabulary, plan or think about what they are going to write about as part of their sequence.</p> <p>A range of different text types should be taught including; fiction/narrative writing, non-fiction texts and recounts. Writing should be modelled through shared writing.</p> <p>All pencils should be sharpened regularly to maintain excellent presentation in books.</p>
	<b>English as an Additional Language (EAL Provision)</b>
	<p>AJS is a rich and diverse school community (with currently 22 different languages spoken in school). Some children have little opportunity to practise their English at home, or do not hear the language modelled appropriately and receive little support with reading or homework. Therefore, we strive for effective provision and accelerated progress for pupils who:</p> <ul style="list-style-type: none"> <li>• arrive at Alexandra Junior School speaking little or no English</li> <li>• return to whole class teaching after Allstar provision</li> </ul> <p>To achieve this, we use staffing and time is given to group and 1:1 interventions to the Allstars, without compromising curriculum access and isolating pupils.</p> <p>To determine whether a child needs All Star's provision, within 5 days of arriving pupils complete Flash academy assessment. This provides a level of English proficiency linked to the bell foundations A-E grades. Following assessment, if C grade or higher grade is given (and if the All Star's teacher and class teacher agree) pupils go back to whole class provision class. If a grade A or B is achieved, the pupil will attend Allstars daily provision following the below differentiate text model with a focus on</p>

traditional tales. During sessions, a high emphasis on vocabulary, drama, speaking and listening and repetitive retelling is promoted.

**Allstars Provision:**

Lesson	LO	Recorded in book
1	<p>Group discussion - Front cover part 1, 2 or 3 - beginning, middle, end - discussion of image and prep for what to expect. Exposure to key vocab, tricky words, ambitious vocab with visuals.</p> <p>SQ read part 1, 2 or 3 to the group to the group - group follow either pics or words - pointing fingers - make them a pointing stick to improve engagement</p> <p>Followed by:</p> <ul style="list-style-type: none"> <li>- Echo read</li> <li>- Choral read</li> <li>- Individual read including bounce back reading</li> </ul>	<p>Front cover with group discussion scribed around it by SQ.</p>
2	<p>Group given pictures mixed up to sequence. As they sequence they verbally share the story and any key words they can remember. SQ model turning their suggestions into verbal full sentences - ask them to repeat back. Allow mistakes in sequence at this time.</p> <p>Group to read - group follow either pics or words - pointing fingers - make them a pointing stick to improve engagement</p> <p>Followed by:</p> <ul style="list-style-type: none"> <li>- Choral read and correct any mistakes in anyone's sequence</li> <li>- Individual read including bounce back reading</li> </ul> <p>Stick correct sequence in books - orally retell again as they are sticking in their books. If complete - individuals orally retell - SQ intervene, model full sentences and extend vocab choices if appropriate.</p>	<p>Stick in sequence - record key vocab underneath each picture.</p>
3	<p>Starter- Resequencing as a group - SQ to make deliberate mistakes to check understanding. Could give them were they doing this ... or that ... as options.</p> <p>Drama/speaking if suitable - children taking on different roles - SQ checking accurate</p>	<p>Pic collage with explanation of focus e.g. character emotions, part of action etc.</p>

	<p>standard English, correcting, model full sentences.</p> <p>Oral comp and find evidence in the text by pointing (like in reading squad)</p>	
4	<p>Vocab based comp differentiated depending on ability e.g. close procedure, pictures or full comp questions like reading sequence e.g. tick box, closest in meaning to <u>etc.</u></p>	Comp in books.
5	<p>Retrieval based comp differentiated depending on ability e.g. close procedure, pictures or full comp questions like reading sequence e.g. tick box, T/F, 1 mark questions, match up events</p>	Comp in books.
<b>Writing Week</b>		
6	<p>Unpunctuated activity - check against their tools for activities. Both written and SATs style questions for those who are past Y1. Y1 or lower spot my mistake and add in correct punctuation. LA - CL and FS only</p>	Written sentences or my mistake and questions as a challenge
7	<p>Story Map</p> <p>Add key words taught and vocab from the text. Give maggie mats to help. Then oral practicing full sentences ready for their writing. Add 5 words that they will include in their retell.</p>	Picture of story map on words. Post it note with words they will include in writing for those at stage.
8	<p>Cloze or unjumbled activity with focus for tool evidence. e.g. sentence starters, conjunctions etc. Use key words <u>maggie</u> in these sentences.</p> <p>SQ read sentences out loud that children unjumble or write.</p>	Activity in books
9 and 10	<p>Structuring sentences to form a narrative. Key words and picture given. <u>Uplevel</u> until grammatically accurate simple sentence.</p> <p>Offer word mats for writing for those who are working Y2 onwards.</p>	Sentences built in books.

**Assessment for EAL provision**

Flash academy - English proficiency scale - Baseline on entry to school then at each assessment point

Multi-dimensional Fluency scale  
 New guild trust assessment tool - Reading, writing and maths  
 Moderate writing with teacher regularly including final triangulation before assessment point  
 Following triangulation at pupil progress meetings either go back to class or stay with Allstars for another teaching block  
 Pupils work towards ESB examinations

**Approach to Handwriting**

**Key expectations**

Cursive formation is taught at our feeder infant school where they start with pre cursive and working towards joining letters in cursive form in Year 2. Building upon this into year 3, children are given a success criteria (see below) and once they have mastered the technique they gain a pen licence.

	<p><u>Pen Licence</u></p> <p><i>Aim: To show my handwriting is a consistent, accurate cursive script in order to achieve my pen licence.</i></p>	<p><i>Beginning</i></p> <p>I need help with this.</p>	<p><i>Developing</i></p> <p>Most of the time I can do this by myself</p>	<p><i>Mastering</i></p> <p>I can do this on my own all the time.</p>	<p><i>Expert</i></p> <p>I can teach others</p>
Letter Size	I always write lower case letters at $\frac{1}{2}$ the line space.				
	I always write capital letters in proportion to lower case letters.				

	Letter Shape	I always write all letters with straight backs and tail letters with small loops.						
		I always use a slip road in and a flick out.						
	Letter Formation	I always start, finish and join all lower case and upper case letters in the correct place.						
		I always sit all letters accurately on the lines.						
	Legibility	I always correctly space letters and words.						
		I can consistently write smoothly and fluently.						
	Presentation	I can show correct control of writing and drawing tools such as ruling straight lines and producing neat colouring.						
		I can use large clear block capital letters for headings.						
	<b>Approach to Punctuation and Grammar</b>							
	<p><b><u>Key expectations</u></b>  Basic punctuation (capital letter and full stop) is taught at our feeder infant school for those children who are ready to write simple sentences.  In KS2 children are taught curriculum appropriate grammar and punctuation taught sessions for 15 minutes at least twice a week. Sessions may be taught discretely or through English lessons.</p>							



### Approach to Spellings

#### **KS2**

Spellings are taught three times a week through the 'Rising Stars' spelling programme. A different spelling pattern is taught weekly through a range of different activities, including games, poems and stories. Each week children are given a set of spellings to practise at home, these will include some words linked to the weekly spelling pattern or National Curriculum words (from word lists linked to assessment tools). These are given out on a Monday and tested on Friday in a weekly spelling test, administered through dictated sentences.

### Writing in English Lessons (progression)

- **For anyone working below KS2 expectations, please see Early Writing or KS1 approach to writing.**

Drama related activities are taught where necessary, and will fit into the writing sequence (see speaking and listening for further information).

Each week the sequence below is followed:

	Skill	Approach
Lesson 1	Give/explain the meaning of words in contexts	Explicit vocabulary teaching following SEEC model Pupils rephrase unfamiliar vocabulary in the text in order to explain its meaning. 'This tells me that'

		<p>Vocabulary related questions or matching games are completed in order to fully immerse the child into the chapter focus.</p> <p>Teacher input - modelling of reading skill and strategy</p> <p>Pupils applying skills to vocab questions <b>only</b></p>		
Lesson 2	<p>Comprehension Focus</p> <p>Skill identified from National curriculum content domains (above) by class teacher with a comprehension focus.</p>	<p>Teacher input - modelling of reading skill and strategy</p> <p>Pupils applying skills to a range of questions types which vary in structure</p> <p>e.g.</p> <p>Tick a box</p> <p>Fill in the table</p> <p>Draw lines to match the correct answers</p> <p>Justification - give one/ two reasons why / How do you know</p> <p>True / False statements</p> <p>Use numbers to order</p> <p>Explain a word meaning</p> <p>Find and copy</p> <p>Match the meaning questions.</p> <p>Two mark questions</p> <p>Three mark questions</p> <p>Justification with evidence from text</p>		
Lesson 3	<p>Punctuation focus.</p> <p>In line with SPaG for the age and stage of the pupil's learning journey.</p>	<p>Children will complete an unpunctuated passage linked to their differentiated version of the whole class text.</p> <p>Pupils then apply skills to a range of questions types which vary in structure</p> <p>e.g.</p>		

			<p>Circle, tick correctly punctuated sentence from a selection given.</p> <p>Explaining everything they know about a particular punctuation mark.</p> <p>Add in missing punctuation to SATs style questions.</p>		
	Lesson 4	Magpie Language - To read as a writer.	<p>Pupils will complete a rainbow activity with a focus linked to their writing process and magpie from a range of sources. They will discuss how to use the language in their writing and the impact it will have on the reader.</p> <p>They may magpie for a range of sources.</p> <p>e.g.</p> <p>Sentence starters</p> <p>Fronted adverbials</p> <p>Speech examples</p> <p>Actions, thoughts or feelings of a certain character</p>		
	Lesson 5, 6 and 7	Children are encouraged to become authors and to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences	<p>Pupils are encouraged to write independently for a sustained length of time using prompt mats, word mats and the working wall to help them. The work is margin marked and sentences to further 'up-level' are highlighted in yellow. A Personal Target (PT) to include in the uplevel is highlighted by the teacher.</p>		

Lesson 8 and 9 To further up-level and publish work. Pupils are encouraged to include their Personal Target and further 'polish' sentences in the form of an uplevel. Once complete. the pupil will then publish their work giving them a sense of pride in their presentation.

### Fiction and non-fiction writing coverage

Children are stimulated to use non-fiction materials to create and embed a greater understanding of fiction texts and we draw upon non-fiction reading to embed pupils' non-fiction reading and understanding into their studies of differentiated fiction texts.



#### Differentiated texts 2023/24



Spiral curriculum	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Year 3	Mr Creep the Crook After the Fall Bedtime for Monsters Writing about a real-life experience  Instructions - How to make a picture frame	Flat Stanley in Egypt  Explanation text - mummification  Biography - Tutankhamun	George's Marvellous Medicine (4.0)  Recount of trip
Year 4	Charlie and the Chocolate Factory Instructions (D and T - seasonal stockings) Explanation text - rivers	Wind in the willows (4.5) Non-chronological report (Roman entertainment)  Persuasive letter to the judge	Secrets of a Sun King  Biography - Howard Carter
Year 5	Kensuke's Kingdom (4.7) Non-chronological report - Mayan Gods	The Firework Maker's Daughter Explanation on natural disaster Instructions - How to make a moving toy.	Oliver Twist (5.1) Non-chronological report on Victorian (workhouse) Formal letter to Queen Victoria
Year 6	The lion, the witch & the wardrobe (5.7) World War 2 non chronological report (rationing)	The Explorer Non-chronological report on rainforest animals	Instructions - How to make hummus.  Persuasive letter

### Additional evidence for writing

Topic lessons - comprehension and writing activities taught through range of topics in Geography, History and RE.

Cross curricular writing activities are also planned every term.

### **Assessment for writing**

Writing is assessed 3 times a year at each assessment point.

Spellings are also assessed at each assessment point alongside the weekly spelling test.

Teachers use formative assessment and live marking to track children's progress in writing.

Children are given personal targets (PT) after each writing which will then be focused on for the uplevelled work.

Spellings, Grammar and Punctuation are assessed through NTS assessments or past SATS papers (Year 6).