



Crowle Primary Academy

Writing Curriculum Overview

The Rose Learning Trust Curriculum drivers

Foundation Stage	A rich Early Years curriculum provides strong foundations for the rest of their time in school	Close relationships with families mean that children are supported throughout their journey	A rigorous DFE approved phonics programme ensures that children make good or better progress	A strong emphasis on Early Reading encourages children to love books	High quality provision areas provide a varied sensory experience	Year 1	Children are read to and read every day. Texts are chosen to promote a love of learning	Song, rhyme and repetition are used to learn and embed knowledge	
Children develop a more detailed understanding of the world through a rich and varied curriculum		Pupils become increasingly more confident of using devices such as clauses to improve sentence level work	Teachers consolidate phonics knowledge whilst pupils access increasingly more challenging texts	Year 3	Learning is at a pace that allows mastery of skills and processes	Children who did not pass the phonics screening are further supported so that all children are capable of decoding	Home learning allows children to share learning and consolidate knowledge	Year 2	The classroom is tailored for the transition from provision areas to Year 2
Year 4	Focus on teaching fluency that prepares pupils for Upper Key Stage 2	Pupils are well prepared and confident for the MTC	A greater involvement in activities such as pupil voice improve children's oracy	Basic skills screening in key subjects prevents further gaps in knowledge	Year 5	Pupils consolidate maths mastery skills through reasoning	Children learn to edit and improve work through peer and teacher discussion	Oracy is used to persuade and debate others in real world situations.	
Secondary School		Transition activities prepare pupils for high school	Children develop independence and life skills	All children achieve results that show accelerated progress in all areas	Pupils build up a resilient work ethic, teaching explicit strategies that children can use to redraft or improve their work	Children are immersed in an oracy rich environment that empowers them and enables them to confidently construct and articulate their opinions		Year 6	



The curriculum – our approach



Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.

Crowle Primary Academy curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.

We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.

We are an inclusive academy that is adaptive and responsive to individual need.

Our curriculum is underpinned by five key drivers, developed with the needs of our community in mind.



Subject specific Sequencing

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6

Key Concepts

For each subject, a set of key concepts have been identified. These are subject specific ‘big ideas’ that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.



Curriculum drivers

Below are the curriculum drivers that our whole curriculum is designed around.

Driver 1	Driver 2	Driver 3	Driver 4	Driver 5
Developing resilient and aspirational learners.	Developing an understanding of equality, diversity and creating culturally rich learners.	Developing environmental and sustainability aware learners.	Developing learners who <u>are able to communicate</u> effectively through written and spoken language.	Developing learners who can navigate, evaluate and create digital content with confidence, responsibility and critical thinking.

Writing is essential for success. The ability to express themselves clearly and fluently opens doors and enables young people to take advantage of opportunities in education and employment.

Our Writing and Grammar curriculum supports children to develop Strands 1, 2, 3, 4 and 5 through studying a range of genres and working to create large breath of independent writing incorporating taught grammar skills. Some of the texts they study will promote diversity and will also link to current environmental issues. They will be involved in giving and receiving feedback about their work; analysing, thinking critically and justifying their opinion about their own and other's work and studying work by a diverse range of significant authors.



Using the research

Ofsted research report

Core focus on English and improved subject investment

English remains central to school curriculum and significant effort has gone into improving how it's taught—especially reading and foundational skills

Explicit instruction in grammar and sentence structure

Across primary schools, grammar, punctuation, and sentence crafting are being addressed head-on—though they identified the need for further consolidation.

Emphasis on building writing fluency early

A key recommendation is to prioritize transcription skills (handwriting, spelling) early, and Ofsted recognised successful examples where schools were deliberately building this fluency before moving to longer compositions.

Functional teaching of grammar, vocabulary, and sentence structure

The report praises approaches where grammar and vocabulary are taught within meaningful writing contexts, not in isolation



Using the research

Encouraging oracy to support writing development

Ofsted noted that oral language development underpins strong writing ability and welcomed schools that give pupils chances to talk, debate, and compose verbally before writing wired-gov.net.

Use of mentor texts and evidence-based practices

The power of mentor (model) texts to improve pupils' understanding of genre, style, and structure was highlighted positively.

Regular, short handwriting and spelling practice

Ofsted backed strategies that include frequent, focused sessions on handwriting and spelling to build automaticity.

Clear progression from EYFS to KS1 and beyond

Schools with defined writing progressions—mapping out how writing skills develop from Early Years Foundation Stage through Year 2—were commended



Using the research

Recommendations for writing:

- Choose texts for study in English first and foremost on literary merit
- Ensure formative assessment provides the right level of information and confidence about what pupils have learned and their readiness to move on.
- Ensure teachers understand what pupils need to learn to be successful in English.
- Help schools understand the different components of written and spoken language and how to sequence, explicitly teach and assess them.

At Crowle Primary Academy we have also used the research and recommendations in the Writing Framework to support our approach to the teaching of writing.



Key Concepts in Writing		
Fiction	Non Fiction	Poetry



Long term plan and key concept mapping

Year 1 2025-26						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
How to catch a star	Bonfire night	Lost and Found	Seasons	The Way Back Home	Little Red Riding Hood	Our Trip to the Woods
Grammar focus/ simple sentences	Poetry	Narrative	Lists, labels, captions	Narrative – science fiction	Narrative Instructions	Recount



Long term plan and key concept mapping

Year 2 2025-26

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Milo Imagines the World	How to make a bird feeder	If I were in charge of the world	The Lighthouse Keeper's Lunch	The Day the Crayons quit	The Owl who was afraid of the dark	Plants
Narrative	Instructions/ Recount	Poetry	Narrative	Letter	Narrative	Simple report



Long term plan and key concept mapping

Year 3 2025-26					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Autumn is Here	Christmas Dessert	The Blue Umbrella	The Three Little Pigs	My Strong Mind	Wolf in the Walls
Poetry	Social Media Post Persuasive	Narrative	Traditional tale – narrative	Instructions Explanations	Suspense narrative



Long term plan and key concept mapping

Year 4 2025-26					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Still I Rise	Iron Man	The Creature	The Night Bus Hero	Ban on Social Media for Under 13 year olds	Feast
Poetry	Narrative	Newspaper report	Narrative	Website article Balanced argument	Narrative



Long term plan and key concept mapping

Year 5 2025-26						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
The Malfeasance	The Piano	Letter to Scrooge	Emperor Penguins	Paperman	Screen Use	Special Gifts – The Present
Poetry	Narrative	Persuasive letter	Non-chronological report	Narrative	Balanced argument	Narrative



Long term plan and key concept mapping

Year 6 2025-26							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6		Unit 7
Macbeth	The Journey	Greta	The Explorer	Rose Blanche	Alma Postcard from Prison		The Highwayman
Setting description	Narrative recount	Speech	Narrative Diary	Narrative	Narrative	Postcard/ letter (informal tone)	Poetry
					Formal report		



Medium term plans (knowledge sequence)

EYFS

At Crowle Primary Academy, we are committed to laying strong foundations in reading and writing to inspire confident, capable, and enthusiastic young learners who see themselves as writers from the very start. Developing children's transcription skills is so vitally important, especially in the Early Years. Children are given lots of opportunities to practice their transcription skills through spelling and handwriting opportunities.

Early Literacy Development at Crowle Primary

At Crowle Primary, we prioritise creating a language-rich environment that supports children's communication skills and lays the foundation for successful reading and writing. Our approach focuses on developing essential early literacy and physical readiness for writing through engaging, purposeful activities.

Key Elements of Our Literacy Approach:

- A print-rich environment with accessible writing materials
- High-quality interactions between adults and children
- Daily opportunities to develop spoken language
- A structured phonics and handwriting programme
- Celebration of early writing to build confidence and motivation
- Regular mark-making and writing in varied contexts
- Activities to support fine and gross motor development
- Teaching correct pencil grip and letter formation
- Oral storytelling and sentence composition
- Encouraging independent writing for a range of purposes (e.g. lists, captions, role-play, creative expression)



Medium term plans (knowledge sequence)

EYFS

Phonics and Handwriting

In Nursery, children begin with Phase 1 Phonics (Letters and Sounds), which focuses on listening and speaking skills through fun activities such as sound games, songs, and rhythm exercises. These experiences help children tune into sounds—an essential step before learning to write.

As children progress, they follow the Read Write Inc. (RWI) programme. For writing, they learn how to recognise, say and segment sounds in words, spelling and letter formation through memorable phrases and consistent routines.

Physical Readiness for Writing

Children in Nursery and Reception engage in daily activities to develop the physical skills needed for handwriting, including:

- Core strength, stability, balance, and spatial awareness
- Gross and fine motor control

These skills are nurtured through playful activities such as parachute games, shape tracing, and exploring various writing tools and media.

As skills develop, children practise:

- Lines, shapes, and pre-writing patterns
- Independent letter formation
- Correct placement of letters on a line including ascenders and descenders

Writing through Play and Themes

Writing activities are closely linked to phonics knowledge, gradually building independence and confidence, both through play and topic-based activities. These may be adult-led or child-initiated, and are designed to be enjoyable, purposeful, and aligned with each child's phonics and writing development.

Drawing Club in Reception

We use Drawing Club, an imaginative literacy approach created by Greg Bottrill, to inspire storytelling, vocabulary development, fine motor skills, and early writing. It brings the magic of stories into the classroom and encourages creativity, excitement, and a love for writing.



Transcription – handwriting

At Crowle Primary Academy we take pride in our work and this is evident in the high standards of handwriting that we expect and encourage. High standards of presentation and handwriting skills help to build a child's confidence, self-esteem, motivation and ability to write. It also plays a part in their personal development because care, pride, concentration and perseverance taught through handwriting can lead to improvements in other areas of the curriculum.



We use the Martin Harvey and Debbie Watson scheme to teach handwriting

We develop good habits by ensuring that children use two hands to write (one to hold the page and one to hold the pencil/pen). Children have six feet on the floor (four chair legs and their own two feet), bottoms back in chairs (BBC), tummy near table (TNT). The paper needs to be straight or at a slight angle. Left-handed children are seated carefully to make sure that they are not banging elbows with a right-handed writer. Children are taught the correct pencil grip (resting the pencil in its bed with the top of the pencil pointing straight over the shoulder).

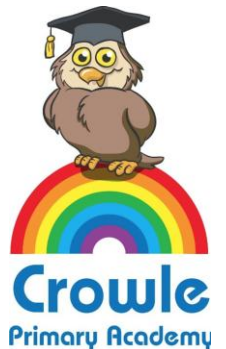
In handwriting lessons the following language is used to ensure consistency;

- short line
- tall line
- tail line
- joining line pointing NE
- coat hanger
- bridge

We use lots of praise, recognise and celebrate quality, we do this by using strategies in lessons such as;

- put a dot under the best one, now do one even better
- Peer assess handwriting "If this was my work I would be really proud because..."

Teachers model handwriting in handwriting lessons, giving examples of how to form and join letters and how not to form and join letters. When children are writing the teacher is on the move, getting to see everyone's writing.



Progression in handwriting

	Handwriting	Lessons taught
Early Years	Practise lines, shapes, and pre-writing patterns; Develop independent letter formation, writing on the line and spacing between words.	Daily read write inc. Handwriting sessions linked the EYFS progression in handwriting document
Year 1	Begin forming lowercase and capital letters correctly; writing on the line; spacing between words.	Individual letters (lessons 1-20) Begin Upper Case Letters (lessons 1-6)
Year 2	Increased control; begin joining letters (cursive); focus on size and orientation.	Revision of individual letters Revision of upper-case letters Joining letters (lessons 1 – 15)
Year 3	Use joined handwriting consistently.	Revision of individual letters and capital letters (KS2 lessons 1-14) Joining letters (KS2 lessons 1 – 15)
Year 4	Fluent, joined handwriting expected in most writing.	Revision of KS2 lessons as needed
Year 5	Writing is legible, fluent, and increasingly personal in style.	Revision of KS2 lessons as needed
Year 6	Consistent, fluent, and joined in all work (unless using a computer).	Revision of KS2 lessons as needed



Transcription - Spelling

How we teach spelling



During their Reception year, children are taught to read and spell common exception words through phonics teaching and in other English and topic activities.

From Year 1, children learn common spellings daily from rules and patterns identified in the National Curriculum.

The discreet teaching of spelling begins in Year 2 using the Sounds and Syllables spelling approach by Jason Wade. Each year group has specific spelling patterns to teach and a full spelling lesson is delivered on a Monday where the new spelling rule is introduced and the 4 part lesson takes place:

1. Introduce the rule (including the morphology and etymology of the spelling rule)
2. Warm up activity – this could be a mind map of words containing the spelling pattern or counting the syllables
3. Introduce the 7 spellings which will be the focus for the week, word meanings are discussed and then children use the words in sentences
4. Sounds and syllables (an explanation of this is on the next slide)

For the rest of the week, the children will complete a spelling activity per day, primarily based on the spelling pattern for that week. These could be activities such as counting sounds, completing sound and syllable sound buttons, close activities etc. One activity during the week must be a retrieval task for a previous spelling rule.

On a Friday, the children will sit a spelling test. They are encouraged to spell the word using the sounds and syllables approach and once they are happy with their attempt, they write the word normally.

In addition, the school also has a subscription to Spelling Frame, which is used to supplement and reinforce the lessons taught.



Transcription - Spelling

How we teach spelling



The Sounds and Syllables Approach:

Step 1: Pronunciation

Good pronunciation is the bedrock of good spelling. The word is pronounced clearly, with over-enunciation using a spelling voice rather than natural speech. We ensure that the children can pronounce the words clearly.

Step 2: Syllables

We identify the number of syllables, tap them out and say them clearly at the same time. Vertical lines are then drawn to separate the syllables.

Step 3: Sounds

We focus on each syllable in turn. Each sound in the first syllable is said clearly, drawing horizontal sound buttons. The sounds are said once more, this time writing the spelling of each sound. The process is repeated for each syllable.

Step 4: Tricky Parts

These are the parts we need to think most carefully about when spelling the word.



Transcription - Spelling

Progression in spelling

	Spelling
Year 1	Use of phonics to write simple CVC words (cat, dog); attempt to spell high-frequency and decodable words.
Year 2	More accurate spelling of common exception words and patterns (e.g., "-ing", "-ed").
Year 3	Apply spelling rules (e.g., prefixes/suffixes); dictionary use begins.
Year 4	Further application of complex patterns; homophones and irregular words.
Year 5	Confident with prefixes/suffixes, silent letters, root words.
Year 6	Mastery of spelling rules; self-correcting in independent writing.



Spelling progression

year 2

- | | |
|--|--|
| 1 words with /j/ spelled 'g' | 16 words ending with 'ies' |
| 2 words ending with /j/ spelled 'ge' and 'dge' | 17 verbs ending with 'y'+ing' and 'i'+ed' |
| 3 words with /s/ spelled 'c' | 18 adjectives ending with 'i'+er' and 'i'+est' |
| 4 words ending with /s/ spelled 'ce' and 'se' | 19 words with 'a'+vowel suffix |
| 5 words with /zh/ spelled 's' | 20 words with 'i'+vowel suffix |
| 6 words with /oo/ spelled 'ou' and 'ui' | 21 words with 'o'+vowel suffix |
| 7 words with /u/ spelled 'o' | 22 words with 'u'+vowel suffix |
| 8 words with /o/ spelled 'a' | 23 words with 'e'+vowel suffix |
| 9 words with /or/ spelled 'a' and 'al' | 24 adjectives ending with 'y' |
| 10 words with /or/ spelled 'ar' | 25 adverbs ending with 'ly' |
| 11 words with /ur/ spelled 'or' | 26 words ending with 'tion' |
| 12 words ending with /ie/ | 27 words ending with 'ful' |
| 13 words ending with 'ey' | 28 words ending with 'less' |
| 14 words with /ul/ spelled 'le' | 29 words ending with 'ness' |
| 15 words with /u/ spelled 'al', 'el' and 'il' | 30 months of the year |

year 3

- | | |
|--|--|
| 1 words beginning with /uh/ spelled 'a' | 17 words beginning with 'dis' |
| 2 words beginning with /w/ spelled 'wh' | 18 words beginning with 'mis' |
| 3 words with /e/ spelled 'ea' | 19 words beginning with 'over' and 'super' |
| 4 words with /u/ spelled 'ou' | 20 words ending with /u/ spelled 'ar', 'er' and 'or' |
| 5 words with /ur/ spelled 'ear' | 21 past tense verbs ending with 't' |
| 6 words ending with /s/+ee/ spelled 'cy', 'sy' and 'ssy' | 22 words ending with 'tion' |
| 7 words ending with /z/+ee/ spelled 'cy', 'zy' and 'zzy' | 23 words ending with 'ily' |
| 8 words with /k/ spelled 'ch' | 24 words ending with 'ist' |
| 9 words ending with /m/ spelled 'mb' and 'mn' | 25 words ending with /l/+j/ spelled 'age' |
| 10 words with /ar/ and /or/ spelled 'al' | 26 words ending with 'ure' |
| 11 words beginning with /r/ spelled 'wr' | 27 words ending with 'ssure' and 'sure' |
| 12 words beginning with /n/ spelled 'gn' and 'kn' | 28 words ending with 'ture' |
| 13 words ending with /oo/ and /yoo/ spelled 'ue' | 29 words ending with 'ary', 'ery', 'ory' and 'ury' |
| 14 words with /ul/ spelled 'le' | 30 words ending with 'ment' |
| 15 words with /ul/ spelled 'al', 'el', 'il' and 'ol' | 31 words ending with 'ous' |
| 16 words beginning with 're' | |



Spelling progression

year 4

- | | |
|---|---|
| 1 words with elision | 17 words ending with 'ered' |
| 2 words with /s/ spelled 'sc' | 18 multisyllable words with double consonants |
| 3 words with /sh/ spelled 'ch' | 19 words ending with 'en' |
| 4 words with /s/ spelled 'st' | 20 words ending with 'ic' |
| 5 words with /i/ spelled 'y' | 21 words ending with 'ship' |
| 6 words with /g/ spelled 'gh' and 'gu' | 22 words ending with 'ine' |
| 7 words ending with 'gue' and 'que' | 23 words ending with 'ian' and 'cian' |
| 8 words ending with 'et' | 24 words ending with 'ation' |
| 9 words ending with /n/ spelled 'gn' | 25 words ending with 'sion' |
| 10 words ending with 'ain' | 26 words ending with 'sion', 'ssion' and 'fion' |
| 11 words beginning with 'de' | 27 words ending with 'ally' |
| 12 words beginning with 'pre' | 28 words ending with 'eous' and 'ious' |
| 13 words beginning with 'pro' | 29 words with 'uni', 'bi' and 'tri' |
| 14 words beginning with 'il', 'im', 'in' and 'ir' | 30 words with 'dec', 'cent', 'kilo' and 'mill' |
| 15 words beginning with 'sub' and 'under' | 31 words with 'circ' and 'cycl(e)' |
| 16 words beginning with 'e' and 'ex' | |

year 5

- | | |
|--|--|
| 1 words with 'augh' | 16 words ending with 'ial' |
| 2 words with 'ough' | 17 words ending with 'able' and 'ible' |
| 3 words with /ee/ spelled 'ei' and 'ie' | 18 words ending with 'geous' and 'gious' |
| 4 words with /k/ and /k+/s/ spelled 'cc' | 19 words with 'meter' and 'metr(e)' |
| 5 words ending with /uh/ spelled 'our' | 20 words with 'ject' |
| 6 words ending with /uh/ spelled 're' | 21 words with 'mal' |
| 7 words beginning with 'em' and 'en' | 22 words with 'man' |
| 8 words ending with 'ual' | 23 words with 'fin(e)' |
| 9 words ending with /ie/+s/ and /ie/+z/ | 24 words with 'dic(t)' |
| 10 words ending with /i/+s/ | 25 words with 'form' |
| 11 words ending with 'ive' | 26 words with 'graph(y)' |
| 12 words ending with 'ary', 'ery', 'ory' and 'ury' | 27 words with 'inter' |
| 13 words ending with '(i)ty' | 28 words with 'tran(s)' |
| 14 nouns ending with 'ant' and 'ent' | 29 words with 'vid(e)' and 'vis(e)' |
| 15 adjectives ending with 'ant' and 'ent' | 30 words with 'fract', 'frag' and 'rupt' |



Spelling progression

year 6

- | | |
|---|--|
| 1 words with elision | 17 words with 'gen' |
| 2 words beginning with 're' | 18 words with '(i)fy' |
| 3 words beginning with 'se' | 19 words with 'clos(e)', 'clud(e)' and 'clus(e)' |
| 4 words beginning with 'com' and 'con' | 20 words with 'lect', 'leg' and 'lig' |
| 5 words beginning with 'sym' and 'syn' | 21 words with 'voc' and 'voke' |
| 6 words beginning with 'sub' and its variants | 22 words with 'duc(e)' and 'duct' |
| 7 words ending with 'r'+vowel suffix and 'rr'+vowel suffix | 23 words with 'spec(t)' and 'spic' |
| 8 words ending with 'ate' | 24 words with 'sens(e)' and 'sent' |
| 9 heteronyms ending with 'ate' | 25 words with 'ven(e)' and 'vent' |
| 10 words ending with 'ably' and 'ibly' | 26 words with 'pend' and 'pens(e)' |
| 11 words ending with 'cious', 'scious', 'tious' and 'xious' | 27 words with 'fac(t)', 'fec(t)' and 'fic(t)' |
| 12 words ending with 'cial', 'sial' and 'tial' | 28 words with 'cid(e)' and 'cis(e)' |
| 13 words ending with 'ance' and 'ence' | 29 words with 'cap(t)', 'cep(t)', 'cip' and 'ceive' |
| 14 words ending with 'ancy' and 'ency' | 30 words with 'mise'm 'miss' and 'mit' |
| 15 words with 'vers(e)' and 'vert' | 31 words with 'cede', 'ceed', 'cease' and 'cess' |
| 16 words with 'spir(e)' | 32 words with 'pon(e)', 'pos(e)', 'posit' and 'post' |



Rainbow Grammar



Rainbow grammar is a fun, practical and colourful way of teaching children how to build different types of sentences. In Rainbow Grammar there are 8 colours and each colour represents a different part of a sentence.

Children learn:

- How the different parts of a sentence work
- What different types of words and parts of a sentence are called
- How to join the different parts of a sentence together
- How to improve their sentence
- How to punctuate their sentence

Most importantly of all, they learn why writers use these different parts and how they help them improve their writing.

In a Rainbow Grammar lesson, children might:

- Write on coloured strips of card to create sentences
- Write sentences using different coloured pens or pencils
- Underline the different parts of a sentence in different colours



Rainbow Grammar

Below is a guide to the 8 Rainbow Grammar colours with their names and the year groups in which they are first taught, an example sentence and an explanation:

Colour	Year	Example	Description
Subject	1	The monster screamed in the attic. The children cried all night.	A subject tells us <i>who</i> or <i>what</i> a sentence is about and performs the action in a sentence. There may be several subjects in a sentence but only the main one is coloured green.
Predicate	1	The monster screamed in the attic . Angrily , the monster screamed in the attic . The children cried all night . All night , the children cried .	The predicate tells us what the subject did or what happened to the subject. It always contains a verb but might also include adverbials which describe <i>when</i> , <i>where</i> or <i>how</i> the verb is performed. These adverbials can be moved to the start of the sentence become fronted adverbials.
Stop	1	The monster screamed loudly in the attic! The children cried all night.	The stop completes a sentence. The full stop, exclamation mark and question mark are all used as stops.
Speech	2	"I want my Teddy !" the monster screamed. The children said that the monster would eat them .	Speech indicates when someone is speaking. Direct speech is surrounded by inverted commas (speech marks). Indirect speech is introduced by the word <i>that</i> .



Rainbow Grammar

Below is a guide to the 8 Rainbow Grammar colours with their names and the year groups in which they are first taught, an example sentence and an explanation:

Linking Adverb	3	The monster screamed in the attic. Therefore , the children cried all night.	A linking adverb (e.g. <i>therefore</i> , <i>however</i> , <i>meanwhile</i> , <i>next</i> , <i>nonetheless</i>) links a sentence to the one that came before.
Adverbial Clause	2	The monster screamed because he wanted his teddy. When they heard the noise, the children cried.	An adverbial clause adds an additional idea to a sentence. This idea adds more information about the verb in the main part of the sentence. An adverbial clause can be moved around in a sentence and begins with a subordinating conjunction (a joining word) such as <i>because</i> , <i>although</i> , <i>if</i> , <i>while</i> , <i>when</i> , <i>as</i>).
Non-Finite Clause	4	Waking everyone up , the monster screamed. The children cried all night, terrified by the strange noises.	An non-finite clause adds an additional idea to a sentence. This second idea usually adds more information about the subject of the sentence. It begins with an -ed (<i>terrified</i>) or -ing (<i>waking</i>) verb. It can be moved around in a sentence.
Relative Clause	5	The monster, who was afraid of the dark, screamed. The children hid under the covers, where they trembled with fear.	A relative clause describes the noun that precedes it. It begins with a relative pronoun (<i>that</i> , <i>where</i> , <i>which</i> , <i>who</i> , <i>whose</i>), which is sometimes omitted. A relative clause cannot be moved.



How we teach writing at CPA

At Crowle Primary, we follow Jane Considine's 'The Write Stuff' approach, we feel this approach links well to our use of Let's Think in English across school, many of the same principles, whereby dialogue is encouraged, alongside high challenging texts in order to create future authors.

Research led

The Write Stuff writing scheme is grounded in research about writing development, particularly the idea that writing is a learned skill that can be taught through structured, step-by-step processes. Research has been conducted in 4 key areas: Teaching Sequence, The Lesson, Differentiation and Independent Writing. Key research includes:

- **ENJOYMENT** - Pupils who enjoy writing are higher attainers (Clark, 2012; Weiner, 1985). In the approach, Experience days are built into The Write Stuff teaching sequence to enhance enjoyment, raise excitement and preparedness for writing.
- **SEQUENCE** – Organise the writing teaching sequence carefully so that it builds and connects with previous learning so that it is coherent. (Muijs et al, 2014; Darling-Hammond, 2000; Early Career Framework, 2019 DfE; Kirschner and Hendrick et al, 2020; Development Matters, DfE, 2020). The Write Stuff breaks the learning pathway down into a logical sequence
- **DIRECT TEACHING** - Active and direct teaching, present and communicate new ideas clearly with concise, appropriate and engaging explanations. (Creemers et al, 2013; Adams and Engleken, 1996; Stockard et al, 2018; Barak Rosenshine's principles, 2010)
- **WORKING MEMORY** - Learn how to avoid overloading working memory/increase likelihood of material being retained. Limit the number and complexity of new elements as the working memory can only handle so much at any one time. (Early Career Framework, 2019 DfE; Sweller et al, 1998, 2019). The Write Stuff lesson is organised into three learning chunks and within those chunks there is a smaller sequence of delivery.
- **MODELLING** – Model writing clearly and effectively using a repertoire of appropriate explanations. Provide worked examples to introduce new ideas. (Adams and Engleken, 1996; Creemers and Kyriakides, 2011; Early Career Framework, 2019 DfE; Sweller et al, 2019). At every learning chunk point during The Write Stuff lesson, the teacher will model the writing process.
- **ADAPTIVE** – Differentiation of teaching that is adaptive to pupil needs. (Creemers et al, 2013; Early Career Framework, 2019 DfE; Improving Literacy Key Stage 1 and 2 Education Endowment Foundation, 2021).
- **OWNERSHIP** – Give ownership to pupils to make choices about their independent writing. Help learners plan, monitor and evaluate their own learning. Model how to plan and encourage students to explain their thinking. (Daly, 2003; Estyn, 2008; DfES, 2007; Koet al, 2013; Praetorius et al, 2018; Van de Grift et al, 2017; Improving Literacy Key Stage 1 and 2 Education Endowment Foundation, 2021).



How we teach writing at CPA



The Write Stuff is designed to be a flexible, research-informed approach that helps students develop their writing through structured steps, while emphasizing the social and iterative nature of writing. Through explicit instruction, high expectations, and ongoing feedback, it aims to cultivate skilled, reflective, and confident writers.

Challenge Rich

The Write Stuff scheme is considered challenging because it sets high expectations for all students in terms of both the quality of their writing and their ability to engage in the writing process. It requires students to think critically, to engage in discussion with peers, engage deeply with multiple genres, edit and revise their work based on feedback, and produce well-crafted writing that can meet the demands of different audiences and purposes. The scheme encourages writers to 'Deepen the Moment' showcasing a range of skills that are above and beyond the writing expectations, allowing the pupils the freedom to draw upon their skills and make additions to their writing which will enhance the quality. Challenge also comes through opportunities such as giving peer feedback challenge and being asked to continually improve and refine their writing skills, encouraging them to work beyond their current abilities. This rigorous approach fosters growth and development, making it a rewarding challenge for students.

Language Rich

Language development is key throughout the whole of our English curriculum; we support language development through a few avenues, the first being through vocabulary development. In the Write Stuff, a key part of the writing process is to develop their vocabulary use and prepare the vocabulary they will use during sentence construction. Pupils are encouraged to 'chot' – a process of chatting and jotting with their peers to generate vocabulary. These 'chottings' are then shared as a class and pupils can magpie any vocabulary to use within their own compositions. During the editing stage, pupils are encouraged to think critically about their language choices and uplevel these to meet the expectations of the genre.



How we teach writing at CPA

What is The Write Stuff Approach?

The Write Stuff provides step-by-step medium-term schemes of work that provide individual lesson plans. Each plan has been written by experienced teachers, which enable high quality lessons to be delivered. Each plan includes clear guidelines on what to teach using modelling and vocabulary development to build deeper understanding of the writing process. Sentence-driven lessons help pupils to construct well-organised paragraphs. They use evidence-based strategies so pupils don't simply write more, but write better.

The Write Stuff unit of work – the teaching sequence

The Write stuff lessons are 1 hour English lessons – the focus of which might be sentence stacking, an experience lesson or independent writing. In these lessons, they build the skills and competencies they need to be successful writers over time. Sentence stacking lessons are highly-structured and are based on teaching writing systematically, with clarity and with sentences being the main commodity. Experience lessons are open ended, free-flowing and are a place to bring experiences to life. Unit plans will have a combination of these modes. The Write Stuff provides a sequence for each unit that teachers can follow but they are also encouraged to adapt these plans to suit the needs of their children. In all lessons, children are encouraged to develop banks of vocabulary that they can draw upon in their writing lessons. During the independent writing phase, these also form a sequence of sessions where children plan, draft and refine their work. Children are taught to edit and revise their work and they will ultimately produced a finished, polished piece of writing.

Grammar and Spelling

At Crowle Primary, we adapt the sequence of the unit plans to suit the needs of our children. Teachers think critically about the order of lessons and will plan opportunities to teach specific grammar so that children can access the sentence stacking lessons confidently and effectively. Teaching grammar within the writing lesson allows children to strengthen their discourse knowledge, as they can use their linguistic and grammatical knowledge in context. Spelling rules are taught in separate lessons but spelling rules are also referred to within the writing lesson, in context, allowing children to strengthen their understanding of use of morphology in the context of the sentence.



How we teach writing at CPA

The Structure of a lesson

Sentence stacking – these lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each sentence stacking lesson is organised into 3 learning chunks. In each chunk, children ‘chot’ with their peer to generate ideas and vocabulary and record these on their ‘thinking side’. These ideas are shared with the class and can be magpied by other children. The teacher will deliver the focus of the learning chunk and use modelling to showcase what a good sentence looks like. The children will then be given the opportunity to select ideas from their ‘thinking side’, together with the knowledge gained from the teacher model and they will then compose their own sentence/s. This process is repeated for each learning chunk until all three have been completed. At this point, the children are encouraged to read their completed compositions and to edit/revise their work.

Step-by-step lesson description:

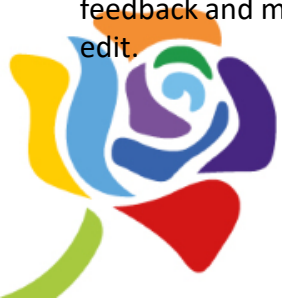
- Do Now – these have a grammar focus and are based on retrieval of previous learning.
- Share the lesson focus – what is the **purpose** of the lesson?
- Learning chunk 1 – thinking side – chotting – **generate key vocabulary**
- Learning chunk 1 – **teacher model** – teacher model the sentence using the key skill/feature which is the focus of the sentence
- Learning chunk 1 – **Independent writing** of the sentence
- Learning chunk 1 – Re-read and revise the sentence – decide if to **‘deepen the moment’** for quick thinkers/quick writers
- Learning chunk 1 – **Share compositions** with the class – read aloud and celebrate
- Learning chunk 1 – teacher to select a sentence to use in the **class model**
- Repeat step 3 – 8 for learning chunk 2 and 3
- Full edit of writing



How we teach writing at CPA

- Experience lessons – these are immersive lessons to stimulate ideas. Experience lessons can take many forms - visits out, visitors in, drama, conversations, research etc. The purpose of these lessons is to strengthen context and build imagination. Experience lessons are at the discretion of the teacher, they can be added to, changed or removed to suit the needs of the pupils.
- Independent writing – The Write Stuff provides examples for each unit, the teacher can choose to use these ideas or their own. Independent writing is a sequence of learning which should show what they have learnt and what they have applied. Children need to be prepared to excel, they should have a good understanding of audience and purpose and be aware of the success criteria for the piece, the success criteria can be generated with the children. Children should be taught how to plan effectively and by the end of KS2, children should have ownership over their preferred way to plan their compositions. Generating vocabulary should also form a key part of the planning process. Children should be given adequate time to draft their compositions and be able to apply editing strategies to ensure their writing is technically accurate and high quality.
- Editing – this is where children will polish and improve their written compositions. Teachers need to mark in a way that facilitates independent choices. Pupils are tasked to interrogate their work in 3 distinct ways:
 - Revise – Within the revise edit, pupils will focus on spelling, punctuation and sense (missing words, additional words etc.)
 - Rewrite – Within the rewrite edit, pupils will rewrite sentences that they have identified need to be improved. This can be teacher or child led.
 - Reimagine – Within the reimagine edit, pupils are encouraged to add more depth – can you tell me more?

Editing can be a challenging skill to master, due to this, editing at Crowle Primary takes different forms. In KS1, editing is likely to be done with their teacher. In lower KS2, pupils have a success criteria sheet which is specific to the writing task and the teacher will assess which criteria have been met. Children will then be given time to act upon the teacher feedback and make edits to their writing. In upper KS2, the children will be given a post- it note with some editing guidance to follow – this guidance will relate to the 3 ways to edit.



Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
1	<p>Say out loud what they are going to write</p> <p>Compose ideas orally before writing</p> <p>Write poetry using models from the reading curriculum.</p> <p>Read their writing aloud.</p>	<p>Identify grammar elements in model poems provided by the teacher.</p> <p>Identify nouns (objects, people, places) in poems.</p> <p>Use proper nouns with capital letters (e.g. names, days, places in poems).</p> <p>Use adjectives to enhance imagery</p> <p>Identify and use verbs</p> <p>Understand that lines of poetry may not always follow full stop rules but still often start with capital letters.</p>	<ul style="list-style-type: none">• Poem• Rhyme• Rhyming words• Line• Verse• Pattern• Repetition• Sound• Syllable• Beat• Performance• Voice• Read aloud



Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
2	<p>Plan or say out loud what they are going to write</p> <p>Write down ideas including new vocabulary</p> <p>Encapsulate what they want to say, idea by idea or sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Recognise and use nouns, verbs, adjectives, adverbs and pronouns in poems</p> <p>Write descriptive poems using expanded noun phrases</p> <p>Explore sound patterns</p> <p>Write question poems, list poems, or shape poems using a variety of grammar structures.</p>	<ul style="list-style-type: none">• Alliteration• Onomatopoeia (introduced gently)• Imagery (basic introduction)• Stanza• Chorus• Structure• Simile (introduced)• Descriptive language• Echo• List poem• Acrostic



Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
3	<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>Compose and rehearse sentences orally</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Read their own writing aloud to a group or the whole class</p>	<p>Clear understanding of nouns, verbs, adjectives, adverbs, and prepositions</p> <p>Use prepositional phrases, and modifying clauses</p> <p>Conjunctions: Coordination and Subordination</p> <p>Adverbs and Adverbial Phrases</p> <p>Prepositions and Prepositional Phrases</p> <p>Present Perfect Tense</p> <p>Write poems using sensory description and figurative language (like similes and alliteration).</p> <p>Use fronted adverbials to vary sentence openings.</p>	<ul style="list-style-type: none">• Simile (used with support)• Metaphor (introduced)• Personification (introduced gently)• Mood• Tone• Narrative poem• Free verse• Haiku• Kennings• Verse form• Poet• Imagery (developing)



Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
4	<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>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear</p>	<p>Expanded Noun Phrases with Precise Modification</p> <p>Fronted Adverbials (with commas)</p> <p>Standard English Forms</p> <p>Use of Paragraphs or Stanzas</p> <p>Use simple, compound, and complex sentences for rhythm and tone</p> <p>Punctuation for Effect</p> <p>Powerful Verbs and Precise Adjectives</p> <p>Prepositions and Prepositional Phrases</p>	<ul style="list-style-type: none"> • Metaphor (applied) • Personification (applied) • Alliteration (used confidently) • Rhyme scheme • Rhythm • Enjambment (introduced) • Figurative language • Contrast • Symbolism (emerging) • Performance poetry • Sound pattern

Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
5	<p>Identify the audience and purpose of the writing.</p> <p>Note and develop initial ideas</p> <p>Select appropriate grammar and vocabulary to enhance meaning</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement</p>	<p>Study figurative language (personification, similes, metaphors, onomatopoeia) and integrate it with grammar</p> <p>Expanded Noun Phrases with layers of description</p> <p>Modal Verbs and Adverbs</p> <p>Relative Clauses - using who, which, that, whose, where, when to expand and add detail</p> <p>Fronted Adverbials and Adverbial Phrases</p> <p>Parenthesis - using brackets, dashes, or commas for additional information or poetic asides</p> <p>Use of punctuation for effect</p>	<ul style="list-style-type: none">• Extended metaphor• Imagery (sophisticated use)• Symbolism (explored)• Contrast• Verse form (explored in more detail: couplets, quatrains)• Mood / Atmosphere• Refrain• Free verse (composed independently)• Ballad• Cinquain• Voice / Persona• Poetic licence



Medium term plans (knowledge sequence)

Poetry

Year group	Composiiton	Grammar	Vocabulary
6	<p>Identify the audience and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Advanced Sentence Structures - Flexibly using simple, compound, and complex sentences for effect. Manipulating sentence length and structure for rhythm, mood, or emphasis: Using the passive to shift focus or create formality/mystery Use of the Subjunctive Mood (in formal or poetic style)</p> <p>Expanded Noun Phrases with Precision and Nuance</p> <p>Controlled Use of Parenthesis</p> <p>Cohesion Across Stanzas</p> <p>Punctuation for Authorial Effect</p> <p>Shifts in Formality and Voice</p>	<ul style="list-style-type: none"> • Tone / Register • Juxtaposition • Subtext • Ambiguity • Enjambment (confidently discussed) • Caesura • Lexical choice • Structural repetition • Narrative perspective • Ode • Elegy • Sonnet (introduced) • Authorial intent • Interpreting meaning • Analysing form and structure

Medium term plans (knowledge sequence)

Non-fiction - Year 1

Non fiction focus	Composiiton	Grammar	Vocabulary
Labels, list and captions	Ideas grouped together for similarity. Attempts at third person writing. Written in the appropriate tense	What a noun is Writing in the 3rd person Use adjectives Join words and sentences using and/then. Simple past tense	____ are... ____ is... They are... The different... This is a ____ There are ____ These can be grouped ____
Recount	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	What a noun is. Using simple past tense Join words and sentences using and/then.	First, next, after, finally, the best part was, the worst part was, I liked, I didn't like



Medium term plans (knowledge sequence)

Non-fiction - Year 2

Non-fiction focus	Composiiton	Grammar	Vocabulary
Instructions	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Expanded noun phrases for description.</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>First of all , to start with, firstly, lastly, finally, carefully, gently, slowly, softly</p>
Recount	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>	<p>Subject/verb sentences</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger</p> <p>Expanded noun phrases for description.</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Afterwards, after that, when, suddenly, just then, next, much later, I found it interesting when, I found it boring when, I didn't expect</p>



Medium term plans (knowledge sequence)

Non-fiction - Year 2

Non-fiction focus	Composiiton	Grammar	Vocabulary
Letter	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Expanded noun phrases for description Progressive form of verbs in the past and present tense. Add 'er' and 'est' to adjectives where no change is needed to root word. Subordination – when, if, that, because Coordination – or, and, but. Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam, Yours sincerely, Yours faithfully, later, afterwards, after that, eventually, I would like to... We felt...
Report	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organised in groups.	Expanded noun phrases for description Progressive form of verbs in the past and present tense. Add 'er' and 'est' to adjectives where no change is needed to root word. Subordination – when, if, that, because Coordination – or, and, but. Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb	They like to, They can, It can, Like many, I am going to, There are two sorts of, They live in, The ____ have but the ____ have ____



Medium term plans (knowledge sequence)

Non-fiction - Year 3

Non fiction focus	Composiiton	Grammar	Vocabulary
Persuasion	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts	Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Present perfect forms of verbs instead of 'the' Choose appropriate adjectives. Express time and cause (when, so, before, after, while, because) Correct and consistent use of past and present tense. Introduce/revise adverbs. Express time and cause; then, next, soon.	Surely, Obviously Clearly Don't you think..., Firstly, Secondly, Thirdly, My own view is, My last point is, My final point is, Imagine, Consider, Enjoy
Instructions	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards, After that, To begin with, Begin by, Secondly, The next step is to, With a slow movement, With a quick pull, Try to
Explanation	Title Opening statement to introduce the topic An ordered explanation of how something works Labelled diagrams	Noun phrases Present tense Time conjunctions Cause and effect language – because, when, therefore Third person	First, next, then, after that, later, finally, eventually, before, meanwhile, at the same time, as a result, this causes, happens, changes, develops, produces



Medium term plans (knowledge sequence)

Non-fiction - Year 4

Non fiction focus	Composiiton	Grammar	Vocabulary
Newspaper report	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Standard English forms for verbs. Choose appropriate adjectives Use a wide range of conjunctions Correct use of past and present tense. Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	John Smith (64), a retired community officer said..., Within minutes, The school confirmed that... , She claimed that.., He continued by informing us that..., Police were...
Balanced argument	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Standard English forms for verbs. Choose appropriate adjectives Use a wide range of conjunctions Correct use of past and present tense. Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. More complicated rhetorical questions e.g. Have you ever considered the impact of...?	This piece of writing will... I intend to... , On the other hand, In addition, It is surprising that, On balance, Finally, I would like to add, My next point concerns, Furthermore, Having looked at both sides, I think... because, Having considered the arguments for and against, Whilst



Medium term plans (knowledge sequence)

Non-fiction - Year 5

Non fiction focus	Composiiton	Grammar	Vocabulary
Persuasive letter	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose Fronted adverbials used to clarify writer's position Complex noun phrases used to add detail Prepositional phrases used cleverly.	It appears that, There can be no doubt that, It is critical, Fundamentally, How can anyone believe this to be true? Does anyone really believe that? As everyone knows, I cite, for example, I would draw your attention to, I would refer to, On the basis of the evidence presented, Phenomenal Unique, Unmissable, You will be, Take a moment to, Isn't it time to...? Worried about
Non-chronological report	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions e.g. whilst, until, despite.	The purpose of this report/article is to, The information presented will, Some experts believe, This article is designed to, Many specialists consider, Firstly I will, It can be difficult, __ will enable you to understand, Unlike, Despite, Although, Like many

Medium term plans (knowledge sequence)

Non-fiction - Year 5

Non fiction focus	Composiiton	Grammar	Vocabulary
Balanced argument	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. Wide range of subordinate connectives e.g. whilst, until, despite. Complex senten Persuasive statements are used to change the reader's opinion. E.g. you will never need to...	It strikes me that, My intention is to, To do this I will, As I see it, It appears to me, Naturally, It is precisely because, Subsequently, Doubtless, Nevertheless, In stark contrast, Contrary to this position, It would seem logical, Let us consider the impact, In conclusion, The evidence presented leads me to conclude



Medium term plans (knowledge sequence)

Non-fiction - Year 6

Non fiction focus	Composiiton	Grammar	Vocabulary
Narrative recount	<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise</p> <p>Modifiers are used to intensify or qualify</p> <p>Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position</p> <p>Complex noun phrases used to add detail</p> <p>Prepositional phrases used cleverly.</p>	<p>They are unusually, They are rarely, They are never, They are very, Generally, Be careful if you, Frequently they, I will attempt to, It can be difficult to, More than half, Less than half</p>
Speech	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate conjunctions</p> <p>Complex sentences that use well known economic expression.</p> <p>Persuasive statement are used to change the readers opinion.</p>	<p>It strikes me that, There is no doubt that I am convinced that, It appears, In my opinion, Surely only a fool would consider, In addition, Furthermore, Moreover, My evidence to support this is, On balance, Just think how, Now you can, For the rest of your life, Unbelievable, Outrageous, Incredible</p>



Medium term plans (knowledge sequence)

Non-fiction - Year 6

Non fiction focus	Composiiton	Grammar	Vocabulary
Newspaper report	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.	Expanded noun phrases to convey complicated information concisely. Use modal verbs. Choose appropriate adjectives Use a wide range of conjunctions Change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...	The impact of, Despite continued efforts, Subsequently, The appointed spokesman, In addition, Mrs Hedges emphasized, Tragic crisis situation, Epic proportions, Many parents refused to accept the horror, Politicians also spoke of how...
Letter	Letter well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Complex noun phrases used to add detail Prepositional phrases used cleverly.	Please do not hesitate to contact me, An early response would be greatly appreciated, Please accept my, I wish to express, The impact of, Despite continued efforts, Subsequently



Medium term plans (knowledge sequence)

Fiction - Year 1

Composiiton	Grammar	Vocabulary
<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>What a noun is.</p> <p>Join words and sentences using and/then.</p> <p>Simple past tense 'ed'.</p> <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions</p>	<p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>



Medium term plans (knowledge sequence)

Fiction - Year 2

Composiiton	Grammar	Vocabulary
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p> <p>Expanded noun phrases for description.</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>	<p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>



Medium term plans (knowledge sequence)

Fiction - Year 3

Composiiton	Grammar	Vocabulary
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Choose appropriate adjectives.</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Correct and consistent use of past and present tense.</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>



Medium term plans (knowledge sequence)

Fiction - Year 4

Composiiton	Grammar	Vocabulary
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Standard English forms for verbs.</p> <p>Choose appropriate adjectives.</p> <p>Use a wide range of connectives.</p> <p>Correct use of past and present tense. Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>



Medium term plans (knowledge sequence)

Fiction - Year 5

Composiiton	Grammar	Vocabulary
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p> <p>Locate and identify expanded noun phrases. Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Choose appropriate adjectives</p> <p>Use a wide range of connectives.</p> <p>Change tense according to features of the genre.</p> <p>Know what an adverbial phrase is.</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p> <p>Consolidate all previous punctuation learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>	<p>Year 5 ambitious vocabulary used</p>

Medium term plans (knowledge sequence)

Fiction - Year 6

Composiiton	Grammar	Vocabulary
<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Choose appropriate adjectives</p> <p>Use a wide range of connectives.</p> <p>Change tense according to features of the genre.</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p> <p>Use a wide range of punctuation throughout the writing.</p>	<p>Year 6 ambitious vocabulary used.</p>



Assessment in Writing

At Crowle Primary Academy, children in year 1 to 6 will produce a minimum of 6 pieces of independent writing per year. These pieces are assessed using the Local Authorities writing moderation checklists.

At the end of each term, teachers are asked to make a judgement for each child and record this on the school assessment system. Teachers meet with the Headteacher to discuss writing data for each class.

External moderation – we are partnered with school's from our Multi Academy Trust for moderation purposes, we also take part in wider moderation across the local authority when needed.

Air AI – Recently, school have introduced an AI system to assist with marking independent writing.

