



Pegasus Primary School
The best in everyone™
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Orchard Meadow Primary School
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English Curriculum (Writing)

Curriculum Intent Statement

- Our driver values – Ambition, Respect, Determination, Confidence and Enthusiasm – underpin our English curriculum.
- Our children will receive a rich coverage of genres across an academic year, with many opportunities to review and apply learnt skills.
- Each unit is planned using diverse and high-quality core texts as a basis, all of which are linked to our driver values. Our intent is to develop and nurture our children's love of reading and links to written English.
- High-quality texts will provide strong models that exemplify the use of vocabulary and structure for communication across many genres. Explicit reading skills are then taught through theme reads to further enrich the curriculum.
- Through the immersion of texts, our children will learn how to write for a range of purposes, audiences and intents, to reinforce the relevance of writing in their everyday lives.
- Through our learning sequences, our children will learn the skills needed to write as a reader, including those for accuracy (transcription) and impact (composition). This will include awareness of the 'end product' and appropriate stepping-stones planned coherently in order to achieve this.
- Our writers will be active participants at every stage in The Writing Process (detailed on the next page).
- At the end of a unit, our writers will celebrate their end product, ending with opportunities to share with the intended readership.

Curriculum Implementation

- The content for every half term consists of at least one narrative, non-fiction and poetry unit. This is to ensure broad coverage and opportunities to review and revisit skills, as well as progression of skills over the academic year.
- The 5C documents for each unit clearly set out the aim/ end product and curriculum coverage for the unit and a suggested learning journey. We recognise that individual teachers will use their professional judgement to alter the teaching and learning sequence depending on the needs of our developing writers.
- Every day, we deliver an hour-long English session, which has clear learning outcomes, steps to success, modelling and scaffolds for effective teaching and learning (based on the Rosenshine Principles of Instruction).
- In Years Reception, 1 and 2, the children follow the RaadWriteInc programme of study. This is a rigorous, highly structured programme, including the teaching of core skills in reading and writing in small steps, whilst reducing cognitive load. The coverage during these years provide the vital pre-requisite skills that the children need for learning in KS2.
- In KS2, our children are taught spelling (based on The National Curriculum) and handwriting regularly to develop transcriptional skills.

The Writing Process – Our Learning Journey

Immersion	Exposure and exploration of high-quality core and supplementary texts through reading related activities focusing on structure, content, plot and language. Features of the text type/genre should be explored to create a tool kit.	
Deepening	Skills based focus on the grammar and technical focuses of the text type through a variety of genre (news article, diary entry, character profile). More guided practice activities supported with shared and modelled writing.	
Creating *This part of the process will repeat multiple times*	Planning	Planning frames used for new ideas, stories, sections, characters – this should be as creative and original as possible. Planning frame scaffolds structure and is content-driven.
	Drafting	First draft of the written outcome – extended writing more independent practice in this phase. Individual feedback given to scaffold progress.
	Editing	Editing skills to be taught and modelled in a ‘my turn/your turn’ approach. Edit for a variety of grammar, punctuation, vocabulary and content errors. Also, focus on impact of the writing – does it meet the purpose?
Publishing	Final written piece after improvements to be shared linking to the purpose. Teacher summative assessment point to identify progress and skills to develop in next planning sequence (class-wide and individual).	

Assessment

- For each year group, there is a Core Skills Assessment Tracker that allows our teachers to identify the progress of our writers over the academic year. These contain progressive skills that prepare our children to write at the Age-Related Expected standard at Year 2 and 6, which denote expectations from the National Frameworks. Over time, teachers use these documents to identify common and individual gaps to plan into the learning journey. At each assessment point, our children are assessed as being either Below, Working Towards, Expected or Greater Depth, depending on which skills have been learnt.
- For each unit, there is a Success Criteria that denotes specific skills to be demonstrated for ARE (MUST) and Greater Depth (COULD) writers. Through the year, these skills turn green, indicating that these are skills being reviewed, whilst new learning is denoted in black.



Nursery Programme of Study

Narrative		Non-fiction	Poetry
	Autumn 1 – whole class or small group Term Outcome: to understand vocabulary in nursery rhymes. Term Driver: Enthusiasm (for exploring words and patterns in language).	Autumn 2	Spring 1 Term Outcome: to join in with repeated refrain/ language.
Week 1-3	Poetry (Nursery Rhymes) Poetry – Entertain Core Text: <i>Humpty Dumpty</i> Written Outcome: Mark making Humpty Dumpty	Non-fiction – Inform Core Text: <i>Rama and Sita - The Story of Diwali</i> Written Outcome: Writing patterns on Mehdi hands. Driver: Respect (for other cultures).	Fairy Tales – Entertain Core Text: <i>Goldilocks and the Three bears</i> Written Outcome: Draw and label characters. Driver: Creativity (animal characters)
	Poetry (Nursery Rhymes) Poetry – Entertain Core Text: <i>Row, Row Row, Your Boat</i> Written Outcome: Mark making – boats.	Narrative – Entertain Core Text: <i>Wanda’s Space Party</i> Written Outcome: Pictures of birthday party items. Driver: Ambition (our needs and desires).	Fairy Tales – Entertain Core Text: <i>Goldilocks and the Three Bears</i> Written Outcome: Draw and label characters. Driver: Creativity (animal characters)
	Poetry (Nursery Rhymes) - Entertain Core Text: <i>Polly Put The Kettle On</i> Written Outcome: Mark making – Polly.	Poetry – Entertain/ Inform Core Text: first verse of <i>In Flanders Field</i> . Written Outcome: mark making – poppies. Driver: Respect (for the annual Remembrance Day)	Fairy Tales – Entertain Core Text: <i>The Gingerbread Man</i> Written Outcome: Recipe to make a gingerbread man (mark making pictures). Driver: Determination (good vs evil)
Week 4-6	Poetry (Nursery Rhymes) – Entertain Core Text: <i>Twinkle, Twinkle, Little Star</i> Written Outcome: Mark making – stars.	Christmas – Inform/ Entertain Core Text: <i>The Nativity Story</i> Outcome: Key vocabulary learnt around Christmas. Driver:	Fairy Tales – Entertain Core Text: <i>The Gingerbread Man</i> Written Outcome: Recipe to make a gingerbread man (mark making pictures). Driver: Determination (good vs evil)
	Poetry (Nursery Rhymes) – Entertain Core Text: <i>Baa Baa Black Sheep</i> Written Outcome: Mark making – sheep.	Christmas – Entertain Core Text: <i>Pip and Posy: The Christmas Tree</i> Written Outcome: Mark making – decorating a Christmas tree. Driver: Determination (to celebrate together)	Fairy Tales – Entertain Core Text: <i>The Three Little Pigs</i> Written Outcome: labelled houses. Driver: Determination (good vs evil)
	Poetry (Nursery Rhymes) – Entertain Core Text: <i>Incy Wincy Spider</i> Written Outcome: Mark making – spiders.	Poetry (Songs) – Entertain Core Texts: <i>Away in a Manger</i> , <i>Jingle Bells</i> . Outcome: Sing songs from memory understanding vocabulary. Driver: Confidence (to sing loud and proud!)	Fairy Tales – Entertain Core Text: <i>The Three Little Pigs</i> Written Outcome: labelled houses. Driver: Determination (good vs evil)
Story Time	<i>My Hair</i> by Hannah Lee <i>The Colour Monster</i> by Anna Llenas <i>From Head to Toe</i> by Eric Carle <i>So Much</i> by Trish Cooke <i>The Girl with Two Dads</i> by Meg Elliot <i>Ruby’s Worries</i> by Tom Percival	<i>Sammy Spider’s First Hanukkah</i> by Silvia Rouss <i>Dim Sum for Everyone</i> by Grace Lin <i>Stick Man</i> by Julia Donaldson <i>Christopher Pumpkin</i> by Sue Hendra	<i>Little Red</i> by Bethan Woolvin <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trvizas <i>Goldy Luck and the Three Pandas</i> by Natasha Yim <i>Little Red Gliding Hood</i> by Tara Lazar



Nursery Programme of Study (Cont.)

	Narrative	Non-fiction	Poetry	
		Spring 2	Summer 1 (N2 children to start RWI phonics) Narrative Outcome: to say the rhyming pairs and identify initial sounds in words.	Summer 2 (N2 children to start RWI phonics)
Week 1-3	Narrative – Entertain Core Text: <i>Oliver's Vegetables</i> . Outcome: To name vegetables and understand how they grow. Written Outcome: List of ingredients needed for one of Oliver's meals – pictures and marks. Driver: Respect (for our natural world)		Narrative – Entertain Core Text: <i>Oi Frog</i> by Kes Gray Driver: Enthusiasm (for exploring words and patterns in language).	Narrative – Entertain Core Text: <i>Clean Up</i> by Nathan Byron Written Outcome: create posters about putting rubbish in the bin. Driver: Respect (our responsibilities)
	Non-fiction – Inform Core Text: <i>The Tiny Seed</i> by Eric Carle. Outcome: to explain how plants grow and what is needed. Written Outcome: write name on own potted plant. Driver: Determination (to grow)		Narrative – Entertain Core Text: <i>Oi Dog</i> by Kes Gray Driver: Enthusiasm (for exploring words and patterns in language).	Narrative – Entertain Core Text: <i>Clean Up</i> by Nathan Byron Written Outcome: create posters about putting rubbish in the bin. Driver: Driver: Respect (our responsibilities)
	Song/Poetry (Nursery Rhyme/ Song) – Entertain Core Text: <i>Here We Go Round the Mulberry Bush</i> . Outcome: Repeat lyrics with confidence. Driver: Confidence (to sing loud and proud!)		Narrative – Entertain Core Text: <i>Oi Cat</i> by Kes Gray Driver: Enthusiasm (for exploring words and patterns in language).	Poetry – Entertain Core Text: <i>Leave the Whales Alone Please</i> by Tony Bradman Outcome: re-tell poem verbally. Driver: Ambition (to protect animals)
Week 4-6	Narrative – Entertain Core Text: <i>What the Ladybird Heard</i> Written Outcome: mark making - make own 'stealing animals plans' Driver: Creativity (animals with human characteristics)		Narrative – Entertain Core Text: <i>Oi Duckbilled Platypus</i> by Kes Gray Driver: Enthusiasm (for exploring words and patterns in language).	Narrative – Entertain Core Text: <i>Meesha Makes Friends</i> by Tom Percival Written Outcome: working in pairs to make a 'friend'. Driver: Confidence (to make friends)
	Non-fiction – Inform (2 weeks) Core Text: <i>Life Cycles: Ducks</i> . Outcome: Talks clearly about the life cycle of a duck. Driver: Respect (for our natural world)		Poetry (Songs) (2 weeks) – Entertain Core Text: <i>I Have a Little Frog</i> . Outcome: Use and understand vocabulary - sings song from memory. Driver: Determination (caring for wildlife)	Narrative – Entertain (2 weeks) Core Text: <i>My School Unicorn</i> by Tom Knight and Willow Evans. Written Outcome: labelled picture of object to take to school when nervous. Driver: Ambition (to learn)
Story	<i>Farmyard Hullabaloo</i> by Giles Andrae <i>What the Ladybird Heard Next</i> by Julia Donaldson <i>A Squash and a Squeeze</i> by Julia Donaldson <i>Farm Chase</i> by Rod Campbell.		<i>Ready, Steady Mo</i> by Kes Gray and Mo Farah <i>Sunk</i> by Rob Biddulph <i>Fox's Socks</i> by Julia Donaldson <i>This Zoo Is Not For You</i> by Ross Collins <i>Duck in the Truck</i> by Jez Alborough	<i>Lulu's First Day</i> by Anna McQuinn <i>I Am Too Absolutely Small for School</i> by Lauren Child <i>Jellybean Goes To School</i> by Margaret Roc <i>Look Up</i> by Nathan Byron

Foundation Stage Programme of Study

Narrative		Non-fiction	Poetry
	Autumn 1	Autumn 2	Spring 1
Week 1-2	Narrative – Entertain Core Text: Ruby's Worries by Tom Percival Outcome: Re-telling and ordering the story in own words. Driver: Confidence (to share and solve worries)	Non-Fiction – Inform Core Text: <i>The Gunpowder Plot</i> Written Outcome: Written wanted signs for Guy Fawkes. Driver: Respect (historical events)	Narrative – Entertain Core Text: <i>Dear Zoo</i> by Rod Campbell Written Outcome: writing a letter to the zoo. Driver: Determination (to appreciate and protect wildlife)
		Poetry (Song) – Entertain Core Text: <i>The Firework Song</i> by Steve Grocott Outcome: Performance of song. Written Outcome: Writing labels for the noises the fireworks make. Driver: Enthusiasm (to share the story of the event)	
Week 2-4	Non-fiction – Inform Core Text: <i>Happy To Be Me</i> by Emma Dodd Written Outcome: Writing initial sounds for body labels. Driver: Respect (what makes us, us)	Non-fiction – Inform Core Text: <i>Binny Diwali</i> by Thirty Umringatt Written Outcome: Writing words (phonetically plausible) to pictures related to celebrating Diwali. Driver: Respect (for other cultures)	Non-fiction – Inform Core Text: <i>Surprising Sharks</i> by Nicola Davies Written Outcome: Basic fact file about a shark. Driver: Respect (for our natural world)
	Rhyming Poetry – Entertain Core Text: <i>What We'll Build</i> by Oliver Jeffers Outcome: Re-telling and performing the story. Written Outcome: Phonetically spelling words to pictures from story. Driver: Determination (building something new)	Rhyming Poetry - Entertain Core Text: <i>All I want for Christmas</i> by Rachel Bright. Written Outcome: writing a list of items to pack in a Christmas box to give to people in need. Driver: Ambition (to helps others be happy)	Poetry (Rhyming Text) – Entertain Core Text: <i>Oi Frog!</i> by Kes Gray Written Outcome: Phonetically plausible rhyming pairs of words. Driver: Enthusiasm (for words and patterns in language)
Story Time	<i>Mixed</i> by Aruee Chung <i>The Colour Monster</i> by Anna Llenas <i>Our Class Is A Family</i> by Shannon Olsen <i>My Body Your Body: Skin</i> by John Wood <i>All Are Welcome</i> by Alexandra Penfold	<i>Father Christmas</i> by Raymond Briggs <i>Pick a Pine Tree</i> by Patricia Toht <i>Diwali: Celebrate the World</i> by Hannah Eliot, <i>Rama and Sita: The Story of Diwali</i> by Malachy Doyle, <i>Welcome To Our World: A Celebration Of Children Everywhere</i> by Moira Butterfield, <i>Celebrations Around The World</i> by Kathy Halford	<i>A World Beneath the Waves</i> by Britta Teckentrup <i>Meerkat Mail</i> by Emily Gravett <i>The Snail and the Whale</i> by Julia Donaldson <i>Keith the Cat with the Magic Hat</i> by Sue Hendra.



Foundation Stage Programme of Study (Cont.)

Narrative		Non-fiction	Poetry
	Spring 2	Summer 1	Summer 2
Week 1-2	Narrative – Entertain Core Text: <i>I Love Bugs</i> by Emma Dodd Written Outcome: own bug hunt list with describing words. Driver: Respect (for our natural world)	Narrative – Entertain Core Text: <i>Greta and the Giants</i> by Zoe Tucker Written Outcome: Speech bubbles of why the forest needs protecting. Driver: Creativity (fantasy)	Narrative – Entertain Core Text: <i>It's Your World Now</i> by Barry Falls Written Outcome: sentences about what they want to be when they grow up. Driver: Ambition (for the future)
Week 2-4	Non-fiction – Inform Core Text: <i>The Very Hungry Caterpillar</i> Written Outcome: write labels/phrases for the life cycle of a caterpillar. Driver: Determination (to grow)	Non-fiction – Inform Core Text: <i>The Blue Giant</i> by Katie Cottle Written Outcome: Fact cards about why we need to clean up the ocean. Driver: Determination (to protect our natural world)	Non-fiction – Inform Core Text: <i>The Worrysaurus</i> by Rachel Bright Written Outcome: a fact file about Year 1 expectations. Driver: Confidence (to share and solve worries)
Week 4-6	Poetry (Rhyming Text) – Entertain Core Text: <i>Oi Cat!</i> by Kes Gray Written Outcome: Phonetically plausible sentences with rhyming pairs of words. Driver: Creativity (to think of rhyming words)	Non-fiction – Inform Core Text: <i>Somebody swallowed Stanley</i> by Sarah Roberts Written Outcome: Poster on alternatives to a plastic bag. Driver: Ambition (to encourage other people)	Poetry – Entertain Core Text: <i>When I Grow Up</i> by Emma Dodd. Written Outcome: Wishes for the future. Driver: Ambition (for the future)
Story Time	<i>The Crocodile Who Didn't Like Water</i> by Gemma Merino <i>Arlo The Lion Who Couldn't Sleep</i> by Catherine Rayner	<i>The Crab and the Sea</i> by Gaya <i>Tidy</i> by Emily Gravett <i>My Friend Earth</i> by Patricia McLahlan	<i>Ada Twist Scientist</i> by Andrea Beaty <i>My School Unicorn</i> by Willow Evans <i>My Monster and Me</i> by Nadiya Hussain, <i>Lucy's Blue Day</i> by Chris Duke



Year 3 Programme of Study

Narrative		Non-fiction		Poetry	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Twisted Fairy Tales - Entertain Core Text: The Frog Prince/ Cinder Edna/ Prince Cinders Written Outcome: Children will write part of a twisted tale. Driver: Creativity ('twisting the tale')	Portal Stories – Entertain Core Text: Stone Age Boy, Alice in Wonderland, The Tunnel Written Outcome: children to write an opening to a portal story. Driver: Ambition (to discover a new place/world)	Narrative – Entertain Core Text: <i>The Iron Man</i> by Ted Hughes. Written Outcome: children to create their own bad character and innovate ending. Driver: Creativity (designing a formidable enemy for Iron Man)	Fables/ Creation Myths – Entertain Core Text: The Hare and The Tortoise. Written Outcome: children to write their own fable with a moral, followed by a creation myth, e.g. how the tiger got his stripes. Driver: Determination (to make good choices and for animals to adapt)	Playscripts - Entertain Core Text: extracts from Roald Dahl. Written Outcome: children to turn part of favourite story into a playscript and perform to an audience. Driver: Enthusiasm (exploring literature in drama)	Adventure Stories – Entertain Core Text: <i>The Green Ship</i> by Quentin Blake, <i>The Mousehole Cat</i> . Written Outcome: children will write part of a short adventure story. Driver: Determination (to go on a quest)
1st Person Recount/ Diary - Inform Core Text: The True Story of The Three Little Pigs Written Outcome: children will write own version of fairy tale from a 'bad' character's viewpoint. Driver: Respect (the viewpoint of others)	Explanation – Inform Core Text: based on learning in Science. Written Outcome: children to write an explanation about life cycles of a plant. Driver: Determination (for a plant to grow)	Non-chronological Report – Inform Core Text: based on learning in Geography. Written Outcome: children to write report using knowledge. Driver: Respect (for our natural world)	Biography – Inform Core Text: author from Oxford study. Written Outcome: children to write a fact file about an author with some extended paragraphs. Driver: Ambition (appreciating the talent of local authors)	Advert/ Travel Poster – Persuade Core Text: visit around Blackbird Leys, Google Maps of Oxford. Written Outcome: children to write a persuasive leaflet. Come and Visit Oxford! Driver : Respect (for our local area)	Instructions – Inform Core Text: linked to learning about mummification in History. Written Outcome: children to write a set of instructions. Driver: Respect (for our ancestors)
Alphabet Poetry – Entertain Core Text: <i>Abecedarius</i> by Joseph Coelho Written Outcome: children will write their own poem. Driver: Confidence (to take risks with words)	Performance Poetry – Entertain Year 3's Got Talent! Outcome: children to choose a poem and perform it using actions, tone of voice and expression. Driver: Enthusiasm (to share poetry in an engaging way)	Haiku Poetry – Entertain Core Text: various Haikus. Written Outcome: children to write their own Haiku about a subject of their choice. Driver: Respect (for the form of poetry form another culture)	Nonsense Poetry – Entertain Core Text: <i>The Jabberwocky</i> Written Outcome: children to write their own verse. Driver: Creativity (to make meaning)	Imaginative Poetry – Entertain Core Text: <i>The Magic Box</i> by Kit Wright Written Outcome: children to write their own poem about what is in their box. Driver: Creativity (we can imagine the impossible)	Performance Poetry – Entertain Outcome: children to write a poem from genres studied this year and perform to the class. Driver: Confidence (to use and apply our learning)



Year 4 Programme of Study

Narrative		Non-fiction		Poetry	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Myths – Entertain Core Text: based on learning in History about Norse and Roman Gods Written Outcome: children will select a God and write their own adventure. Driver: Determination (for God to solve problem)	Narratives from Oxford - Entertain Core Text: <i>The Lion, The Witch and The Wardrobe/Alice in Wonderland, Journey</i> by A.Becker Written Outcome: children to write an opening of their own story. Driver: Creativity (exploring new worlds)	Modern Fiction – Entertain Core Text: <i>The Girl Who Stole an Elephant</i> by Nizrana Farook Written Outcome: children to write own middle part of story. Driver: Confidence (to use author's style)	Fantasy – Entertain Core Text: <i>How To Train Your Dragon</i> Written Outcome: children to create a new dragon and adventure. Driver: Determination (development of dragon character)	Environmental Stories – Entertain Core Text: <i>Varmints, The Tin Forest</i> Written Outcome: children to innovate story. Driver: Determination (to make positive changes to our area)	Magic and Adventure – Entertain Core Text: Harry Potter Written Outcome: Children to write a character dialogue. Driver: Ambition (what does the character need to resolve?)
Explanation – Inform Core Text: Geography link to volcanoes/ <i>Escape from Pompeii</i> . Written Outcome: children to write about how volcanoes work and what happened in Pompeii. Driver: Respect (for our natural world and people's experiences from Pompeii)	Speech – Persuade Core Text: children to explore BlackbirdLeys. Written Outcome: children to write a speech about what we can do to protect our environment. Driver: Respect (our local area)	Brochure – Persuade Core Text: linked to settlements in Geography. Written Outcome: children to write a brochure to persuade reader to move into a settlement. Driver: Enthusiasm (why is it the best?)	Recount – Inform Core Text: <i>Oliver Twist</i> Written Outcome: Children will write a diary in role as Oliver about life in an orphanage. Driver: Ambition (to enrich life and appreciation)	Non-chronological Report – Inform Core Text: linked to River Thames in Geography Written Outcome: children to write about wildlife on River Thames and how rivers work. Driver: Respect (for our natural world)	Instructions - Inform Core Text: linked to Viking learning in History. Written Outcome: Children to write a set of instructions about how to make a Viking weapon. Driver: Respect (for the ingenuity of our ancestors)
Narrative Poetry – Entertain Core Text: <i>The Willow Pattern</i> by Tony Mitton, Poems by Tony Ross. Written Outcome: children to write their own poem. Driver: Ambition (what we want in life)	Performance Poetry – Entertain Year 4's Got Talent! Outcome: children to choose a poem and perform it using actions, tone of voice and expression. Driver: Enthusiasm (to share poetry in an engaging way)	Alliteration, Onomatopoeia and Syllables in Poetry – Entertain Core Text: examples of poems with features. Written Outcome: children to write own poem including stylistic features. Driver: Ambition (to take risks with language)	Nonsense Poetry/ Limericks – Entertain Core Text: Edward Lear Written Outcome: children will write own limericks and share. Driver: Confidence (to take risks with words)	Animal Kennings – Entertain Core Text: examples of Kennings. Written Outcome: children to write and perform their own animal kenning. Guess the animal! Driver: Enthusiasm (engaging the reader)	Calligram Poetry – Entertain Core Text: examples of calligrams Written Outcome: children to write their own calligram about a subject of their choice. Driver: Creativity (displaying poetry in a visual way)



Year 5 Programme of Study

Narrative		Non-fiction		Poetry	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Legends - Entertain Core Text: Robin Hood/ King Arthur Written Outcome: children will write a new adventure for the main characters. Driver: Determination (to come to a resolution)	Tales from other Cultures – Entertain Core Text: <i>Blackberry Blue</i> by Jamila Gavin Written Outcome: children to innovate one of the tales with modern ideas. Driver: Respect (for our and other cultures)	Animal Stories – Entertain Core Text: <i>The Outlaw</i> by Varjak Paw Written Outcome: children to innovate a story and create suspense. Driver: Creativity (using stylistic devices to create atmosphere).	Time Travel/ Flashback – Entertain Core Text: <i>Moondial</i> by Helen Cresswell Written Outcome: children to innovate their own story. Driver: Creativity (to dream up new worlds)	Character and Perspective – Entertain Core Text: <i>Wonder</i> by RJ Palacio Written Outcome: children to write character description about character with disability/ disfigurement. Driver: Respect (we are all different)	Sci/Fi Adventure - Entertain Core Text: <i>Artemis Fowl</i> by Eoin Colder, <i>The Portal</i> Written Outcome: children to write their own innovated story. Driver: Creativity (to create fantasy worlds)
Non-chronological Report - Inform Core Text: linked to learning in Science - Earth and Space. Written Outcome: Children to write a report about our Solar System. Driver: Respect (about our world)	Letter of Complaint – Inform/ Persuade Core Text: exploration of BlackbirdLeys. Written Outcome: children to write a letter to an outside agency about an issue in BlackbirdLeys. Driver: Ambition (to make positive change to our local area)	Recount/ News Report – Inform Core Text: History of BlackbirdLeys Written Outcome: children to write a news report about an event in BlackBird Leys. Driver: Determination (to share news with others)	Balanced Argument – Inform/ Persuade Core Text: Is Oxford the Greatest City in Europe? Research of Oxford and other city in Europe. Written Outcome: children to write balanced argument using evidence. Driver: Ambition (our local area has special attractions)	Explanation - Inform Core Text: linked to History learning about inventions. Written Outcome: children to write about how their own inventions works. Driver: Creativity (creating an invention to solve a problem/ make life easier)	Instructions - Inform Core Text: linked to learning in Computing. Written Outcome: Children to write a manual for children about how to stay safe online. Driver: Determination (to keep others safe)
Performance Poetry – Entertain Year 5's Got Talent! Core Text: John Agard, Benjamin Zephaniah Outcome: children to choose a poem and perform it using actions, tone of voice and expression. Driver: Enthusiasm (to share poetry in an engaging way)	Seasonal Poetry – Entertain Core Text: linked to Diwali (RE), <i>Twas the Night Before Christmas</i> Written Outcome: children to write their own seasonal poem. Driver: Enthusiasm (to celebrate with others)	Narrative Poetry - Entertain Core Text: Roald Dahl, Hilaire Belloc Written Outcome: Children to take part of a story and write in poetic form. Driver: Confidence (to communicate in different ways to an audience)	Nonsense Poetry – Entertain Core Text: examples of nonsense poetry. Written Outcome: children to write their own nonsense poem. Driver: Confidence (to play with language and words).	Narrative Poetry – Entertain Core Text: Legend of Gawain and the Green Knight Written Outcome: children to turn legend into a narrative poem and perform. Driver: Determination (to spread stories using poems).	Performance Poetry – Entertain Outcome: children to write a poem from genres studied this year and perform to the class. Driver: Confidence (to use and apply our learning)



Year 6 Programme of Study

Narrative		Non-fiction		Poetry	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Quests/ Greek Myths Core Text: Perseus and Medusa/ Hercules/ Odysseus Written Outcome: children to innovate their own Greek myth. Driver: Determination (good vs evil)</p>	<p>Mystery/Suspense Stories – Entertain Core Text: <i>The Water Tower/ Skellig</i> Written Outcome: children to innovate the story to build atmosphere. Driver: Ambition (to use interesting/ a variety of techniques to create suspense)</p>	<p>Fantasy Worlds – Entertain. Core Text: <i>Northern Lights/ The Hobbit</i> Written Outcome: children to write their own story, changing known setting to fantasy. Driver: Creativity (dreaming up a new world)</p>	<p>Journey Stories - Entertain Core Text: <i>The Arrival</i> Written Outcome: children to write a story about leaving and arriving at a strange place. Driver: Confidence (to assimilate to new conditions)</p>	<p>Classic Literature - Entertain Core Text: <i>Macbeth</i> by William Shakespeare Written Outcome: children will write a modern retelling of <i>Macbeth</i>. Driver: Ambition (to draw parallels between classic literature and modern life)</p>	<p>Character Metamorphosis – Entertain Core Text: <i>Frankenstein, Dracula, The Hulk</i> Written Outcome: children to write a new adventure for the main character. Driver: Determination (using change for good)</p>
<p>Recount/ Diary - Inform Core Text: Written Outcome: children to write their own diary entry. Driver: Confidence (to commit thoughts and feelings to paper)</p>	<p>Letter to Persuade – Inform/ Persuade Core Text: linked to learning in Geography about Global Warming. Written Outcomes: children to write a letter to an agency, head teacher regarding an issue we need to change. Driver: Determination (to make positive change to our world)</p>	<p>Non-chronological Report – Inform Core Text: linked to learning in History about American Civil Rights Movement. Written Outcome: children to write a report about this subject. Driver: Respect (appreciating the right for freedom)</p>	<p>Discussion – Inform Core Text: linked to learning about asylum/immigration Written Outcome: children to write a discussion text about key issues. Driver: Ambition (to make a better life)</p>	<p>Explanation – Inform Core Text: linked to learning in Science. Written Outcome: children to write an explanation about how a scientific concept works. Driver: Respect (to appreciate our natural world)</p>	<p>Speeches – Inform/Persuade Core Text: research about Malala's campaign for a fair education. Written Outcome: children to write a speech about equality of education around the world. Driver: Determination (appreciation of our education/ fairness for all children)</p>
<p>Narrative Poetry – Entertain Core Text: <i>The Highway Man</i> by Alfred Noyes Written Outcome: children to innovate the poem. Driver: Creativity (use vivid imagery and stylistic devices to describe)</p>	<p>Performance Poetry – Entertain Core Text: <i>Witches Spell</i> from <i>Macbeth</i> by William Shakespeare. Written Outcome: children to write their own witch spell and perform. Driver: Ambition (to)</p>	<p>War Poetry – Entertain/Inform Core Text: <i>Charge of The Light Brigade</i> by Lord Alfred Tennyson Written Outcome: children will innovate their own poem about war conditions. Driver: Determination (soldiers' experiences and drive)</p>	<p>Nonsense Poetry - Entertain Core Text: Edward Lear Written Outcome: children to write their own nonsense poem and perform. Driver: Enthusiasm (to engage the listener through experimental use of language)</p>	<p>Personification/Imagery Poetry – Entertain Core Text: <i>Still I Rise</i> by Maya Angelo Written Outcome: children to write their own poem about a subject of their choice. Driver: Confidence (to describe using figurative language)</p>	<p>Free Verse Poetry – Entertain Core Text: examples of free verse poems Written Outcome: children to write their own poem using taught techniques. Driver: Enthusiasm (to demonstrate learning from the year)</p>



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Coverage of Skills - Writing



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NURSERY Writing Core Skills Assessment

Name: _____



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NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

*Taken from the writing statements from Development Matters.

	Autumn		Spring		Summer		Core Skills
Planning	I can hear and say the initial sounds in a word.		I can orally blend CVC words.		I can orally segment CVC words.		
Editing	I can re-read my name and check that some of the letters are formed correctly.		I can re-read a label and check that some of the letters are formed correctly.		I can re-read my writing as well as that of others.		
Word Level	I can write my name.		I can write a simple label.		I can orally copy a sentence.		
Sentence Level	I can orally rehearse a sentence from a book.		I can re-tell a story using actions and storytelling language.		I am beginning to use simple adjectives to describe.		
Punctuation	I can use a capital letter at the beginning of my name.		I can use a capital letter at the beginning of my name. I know that print is read from left to right.		I can use a capital letter at the beginning of my name. I can recognise a full stop in a story.		
Spelling *Use evidence from pre/post tests*	I can give meaning to the marks that I make.		I can hear and say the initial sounds in a word.		I can segment the sounds in a simple word and blend them together. I can write my name.		
Handwriting	I can hold my pencil between my thumb and two fingers – no longer using whole-hand grasp.		I can copy some letters, e.g. letters from my name.		I can hold my pencil at near point using a pincer-grip and use it with good control.		
End of Year Assessment - ARE							
I can sometimes give meanings to the marks I draw and paint.				I can give meaning to marks that I see in different places. I can hear and say the initial sounds in words.			
Writing at the Expected Standard:						Writing at Greater Depth:	

FOUNDATION Writing Core Skills Assessment

Name: _____

NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

	Autumn	Spring	Summer	
Planning	I can count the words in a sentence before I write it.			
Editing	I can re-read my writing with support.	I can re-read my writing, checking for capital letters, finger spaces and full stops with support.	I can re-read my writing, checking for capital letters, finger spaces and full stops.	
Word Level	I can write my name and longer labels.	I am beginning to use simple adjectives to describe.	I am beginning to use simple adjectives to describe.	
Sentence Level	I can write short phrases.	I am beginning to write simple sentences.	I can write simple sentences.	
Punctuation		I am beginning to use capital letters at the beginning of sentences.	I am beginning to use full stops.	
Spelling *Use evidence from pre/post tests*	I can hear the beginning, middle and end sound in a word. I can segment in order to spell CVC words.	I can spell the first set of common irregular words. I can spell some high frequency words. I can segment in order to write CVCC words.	I can write most common irregular words (RWInc red words) I can write some two-syllable words. I can write words with consonant digraphs. I can write words with more than one digraph.	
Handwriting	I can use some clearly identifiable letters.	I can form some lower-case letters. I can form some capital letters.	I can use a finger space to separate words.	
End of Year Assessment - ARE				
I can write simple sentences about a subject. I can use capital letters, finger spaces and full stops.			I can write sentences that can be read by myself and others. I can use connecting words such as 'and'. I can write in different genres such as: list, stories, instructions, etc.	
Writing at the Expected Standard:			Writing at Greater Depth:	

Core Skills



Year 1 Writing Core Skills Assessment

Name: _____



NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

Autumn		Spring		Summer	
Planning	I can say my sentence before I write it with support.		I can say my sentence before I write it with support.		I can say my sentence before I write it.
Editing	I can re-read my writing with support.		I can re-read my writing independently.		I can re-read my writing to check that it makes sense and make suggested changes.
			I can make suggested changes with support.		
Word Level	I know that a noun is an object or place. I know that a verb is a 'doing' word.		I can use simple past and present verbs mostly accurately.		I can use simple adjectives to describe.
Sentence Level	I can use simple sentence structures.		I can use the joining word <i>and</i> to link ideas.		I can begin to use <i>so</i> <i>but</i> to link ideas.
Punctuation	I can use capital letters for proper nouns, e.g. I, Oxford, Stephen.		I can sometimes use capital letters and full stops.		I can sometimes use a question mark.
					I can sometimes use an exclamation mark.
Spelling *Use evidence from pre/post tests*	I can use <u>RWInc</u> Set 1,2 phonic knowledge (taught so far) to write words in ways which match the spoken sounds – many being spelt correctly and others being phonetically plausible.		I can use <u>RWInc</u> Set 1,2,3 phonic knowledge (taught so far) to write words in ways which match the spoken sounds – many being spelt correctly and others being phonetically plausible. I can begin to use adjectives and verbs that begin with the prefix <i>un-</i> , spelling some correctly. I can add the suffixes <i>-ing</i> , <i>-ed</i> , <i>-er</i> <i>-est</i> to spell many words correctly without the root word changing. I can add the regular plural noun suffixes <i>-s</i> or <i>-es</i> .		I can use <u>RWInc</u> Set 1,2,3 phonic knowledge and <u>kn</u> , <u>ph</u> , ck, e-e, <u>ie</u> , <u>ue</u> , to write words in ways which match the spoken sounds – many being spelt correctly and others being phonetically plausible. I can spell almost all Year 1 common exception words taught and days of the week accurately.
Handwriting	I can form many lower case and capital letters accurately.		I can use clear spacing between words.		I can write many letters accurate in shape and size, including capital letters and digits.
End of Year Assessment - ARE					
I can write a sequence of sentences to form short narratives and non-fiction texts, including personal experiences and those of others (real or fictional).				I can add detail to my sentences.	
Writing at the Expected Standard: Year 1 writers understand how groups of words are organised into sentences. They can write words using their phonic knowledge, making the connection between a phoneme (sound) and the letter used to represent it. Short sentences are sequenced to form a narrative with some use of 'and' to join clauses. Writing can be read without mediation and is punctuated with full stops and capital letters mostly correctly. Names and the personal pronoun <i>I</i> are written with capital letters and writers are able to indicate plural forms by adding <i>-s</i> . Lower-case and upper-case letters and digits 0-9 are written correctly – starting and finishing in the right places.				Writing at Greater Depth: Children can a series of sentences to form narratives for stories and non-fiction texts. They will use 'and, so, but, because' to join sentences and add more detail to interest their readers. Sentences are almost always correctly punctuated, and they sometimes show understanding of using exclamation and question marks without being prompted. Their spelling represents their understanding of phonics – including the 'extra' sounds and their handwriting is neat, legible with ascenders and descenders clear.	

Year 2 Writing Core Skills Assessment

Name: _____

⊕ NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

	Autumn	Spring	Summer	Core Skills
Planning	I can say my sentence before I write it with support.	I can say my sentence before I write it independently.	I can say my sentence before I write it independently.	
Editing	I can re-read my writing with support.	I can re-read my writing independently and make simple additions and corrections with support.	I can re-read my writing and make simple additions and corrections.	
Word Level	I can use simple adjectives to describe. I am beginning to use interesting verbs.	I can use adjectives to create noun phrases, e.g. The blue butterfly.	I can use interesting verbs independently.	
Sentence Level	I can write different kinds of sentences: • statements • questions • exclamations • commands	I can write compound sentences using: • conjunctions for subordination, i.e. when if, that, because. I can write compound sentences using: conjunctions for co-ordination, i.e. or, and, but	I can use present and past tense correctly and consistently.	
Punctuation	In most sentences, I can accurately use a capital letter and full stop. I can use a question mark and exclamation mark accurately.	I can use commas to separate items in a list.	I can use apostrophes for contraction accurately, e.g. can't, won't, I'll. I can use apostrophes for singular possession accurately, e.g. Ben's shoes were dirty.	
Spelling *Use evidence from pre/post tests*	I can spell almost all KS1 common exception words correctly. I can segment spoken words into phonemes (using my knowledge of Set 1,2,3 sounds) and represent these using graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.	I can use adjectives and verbs that begin with the prefix un-, spelling most correctly. I can use suffixes to spell most words correctly, i.e. -ment, -ness, -ful, -less, -ly.		
Handwriting	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	I can use spacing between words that reflects the size of the letters.	I can use diagonal and horizontal strokes needed to join letters in most writing.	
End of Year Assessment - ARE				
I can write a simple, coherent narrative about their own and others' experiences (real or fictional).		I can write about real events, recording these simply and clearly.	I can add extra information or description to interest the reader.	
Writing at the Expected Standard: Year 2 writers are competent at a basic level. Their writing makes sense and can be read easily without mediation. Simple sentences are composed with full stops and capital letters and are grammatically accurate. Writers can compose simple statements, questions and commands, which are correctly punctuated. Tenses are consistent across a piece, even when the writer includes dialogue, which may be in a different tense. The writer understands how words and phrases change in a range of different genres and can magpie examples to make their writing feel more 'real'. They add detail using expanded noun phrases and longer sentences structured using coordinating conjunctions (and, or, but) and some subordinating conjunctions (if, when, since). Handwriting is legible, with letters consistently sized and spaced and some joins.			Writing at Greater Depth: Children writing at greater depth write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing. They make simple additions, revisions and proof-reading corrections to their own writing. Writers use the punctuation taught at Key Stage 1 mostly correctly and spell most common exception words. They add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, ly). Also, writers use the diagonal and horizontal strokes needed to join some letters.	



Year 3 Writing Core Skills Assessment

Name: _____



NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

Autumn		Spring		Summer		Core Skills
Planning	When planning my writing, I am beginning to compose and rehearse sentences orally with support.		When planning my writing, I can compose and rehearse sentences orally.		When planning my writing, I can compose and rehearse sentences orally.	
Editing	I can re-read and make changes to my writing and that of others with support.		I can re-read my own writing and make some changes independently.		I can proof-read both my own and others' writing to check for errors and make improvements independently.	
Structure	I know when to start a new paragraph with support. I can use simple organisational devices with support.		I can use simple organisational devices (e.g. headings or sub-headings) appropriately.		I can begin to use paragraphs to structure writing.	
Word Level	I can begin to use adverbs. I can use correct tense consistently (present/past) and the present perfect tense mostly correctly. I am beginning to describe settings and characters using expanded noun phrases.		I can experiment with adjectives to create impact. I can maintain Standard English forms, e.g. using <i>a/an</i> correctly. I can describe settings and characters using expanded noun phrases.		I can use some interesting word choices that are not taught in context. I can use adverbs to add detail.	
Sentence Level	I can create simple and compound sentences. I am beginning to use complex sentences.		I express time, place and cause using: • conjunctions (e.g. <i>when, before, after, while, so, because</i>). • adverbials (e.g. <i>then, next, soon, thereafter</i>). • prepositions - (e.g. <i>before, after, during, in, because of</i>).		I can use a range of sentence structures, including: • simple • compound – by using conjunctions to join ideas, e.g. subordinating and co-ordinating. • complex – by using subordinate clauses.	
Punctuation	I can use the full range of punctuation taught at KS1 correctly.		I can begin to use inverted commas to punctuate speech.		I can use the punctuation taught in Y3 mostly correctly.	
Spelling *Use evidence from pre/post tests*	Adding <i>-ing</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter <i>-est</i> <i>-er</i> <i>-less</i> <i>-ful</i> <i>-ment</i> <i>-ness</i> The suffix <i>-ly</i> The suffix <i>-ily</i> The suffix <i>-ally</i>		The <i>/r/</i> sound spelt <i>wr</i> at the beginning of words. The <i>/s/</i> sound spelt <i>c</i> before <i>e, i</i> and <i>y</i> . The <i>/dʒ/</i> sound spelt as <i>ge</i> and <i>ge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e, i</i> and <i>y</i> . Homophones or <u>near-homophones</u> <i>-sure</i> <i>-ture</i> The <i>/ɔ:/</i> sound spelt <i>ar</i> after <i>w</i> . The <i>/s:/</i> sound spelt or after <i>w</i> . Singular Apostrophe Contractions		The <i>/l/</i> or <i>/el/</i> sound spelt <i>-le</i> at the end of words. The <i>/l/</i> or <i>/el/</i> sound spelt <i>-el</i> at the end of words. The <i>/l/</i> or <i>/el/</i> sound spelt <i>-al</i> at the end of words. Words ending <i>-il</i> . Adding <i>-ies</i> to nouns and verbs ending in <i>-y</i> . Adding <i>-es</i> to nouns and verbs ending in <i>ch, sh, x, f, ss, z</i> . The <i>/i:/</i> sound spelt <i>-ey</i> . Irregular past tense verbs Homophones and near homophones	
Handwriting	I can join some letters.		I can join most letters.		I can use joined handwriting with increasing accuracy.	
End of Year Assessment - ARE						
I can write for both fictional and non-fictional purposes, drawing on my reading to inform the vocabulary and grammar of my writing to fulfil purpose.		I can develop and sustain my writing in interesting ways.		I can organise my writing appropriately for the reader.		
Writing at the Expected Standard: Year 3 writers have consolidated the basics and are starting to think about how their writing can be made more effective. They are able to create their own settings, characters and plots and can fit them into planning models like a story mountain. Their writing is more cohesive with pronouns used to avoid repetition and ideas grouped into paragraphs. A range of conjunctions, adverbs and prepositions add detail relating to time and cause. The overall effect is writing that is more varied and interesting but still relies on only a small range of clause and tense structures. Speech is integrated with inverted commas correctly deployed. Handwriting is now mostly joined so that transcription keeps pace with children's ideas as they write.					Writing at Greater Depth: Year 3 writers can use a variety of sentence structures accurately depending on the purpose of the sentence. For example, they can use expanded noun phrases to create vivid descriptions of settings and characters. Also, they are thinking about the effect that the words chosen <u>have</u> on the reader and therefore make interesting word choices.	



Year 4 Writing Core Skills Assessment

Name: _____



NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

	Autumn	Spring	Summer	
Planning	I can compose and rehearse sentences orally.	I can compose and rehearse sentences orally. I can make some notes using a planning frame.	I can compose and rehearse sentences orally. I can make notes on a planning frame.	
Editing	I can edit my writing using suggestions from the teacher.	I can edit my writing for accuracy independently. I am beginning to make some changes to make my writing more exciting.	I can edit independently and confidently for accuracy and impact on the reader. I can use classroom resources to support my editing, e.g. thesaurus/ writing tool kit.	
Structure	I can use paragraphs with support to structure writing. I can use simple organisational devices with support.	I can use paragraphs independently to structure my writing.	I can confidently choose and use simple organisational devices (e.g. headings or sub-headings) appropriately. I can write a narrative with a coherent plot, including a beginning, middle and end.	
Word Level	I can use fronted adverbials with a comma for: time, place, manner. I can use pronouns and nouns to aid cohesion and avoid repetition, e.g. they, she. I can use a range of adverbs to add detail to writing. I can use expanded noun phrases and preposition phrases to develop descriptions of settings and characters. E.g. The strict teacher with curly hair.	I can use more sophisticated conjunctions for: opposition (e.g. <i>although, however, despite, contrary to</i>). I can use more sophisticated conjunctions for: addition (e.g. <i>nevertheless, as well as, furthermore</i>).	I can use some ambitious and well-chosen word choices that are not taught in context.	
Sentence Level	I can create complex sentences by using a range of use a range of co-ordinating and subordinating conjunctions. I can begin to use similes for description in narrative and poetry. I can use present and past tense mostly correctly throughout a piece of writing.	I can open sentences in a wide range of ways (e.g. <i>-ed, -ing, -ly</i> starters and fronted adverbials) I can use present and past tense correctly throughout a piece of writing. I am beginning to use present perfect tense in some sentences.	I can maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares)</i> . I can use past, present and present perfect tense correctly throughout a piece of writing.	
Punctuation	I can use the punctuation taught so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).	I can use all of the necessary punctuation for speech accurately, i.e. inverted commas, punctuation in inverted commas, comma after reporting clause, new speaker new line	I can use apostrophes for singular and plural possession, e.g. The boy's bathroom... The boys' bathroom.	
Spelling *Use evidence from pre/post tests*	The morpheme <ed> (Regular past tense verbs) Irregular past tense verbs Contractions Possessive apostrophe (singular) Possessive apostrophe with plural words I can spell all homophones correctly, e.g. witch and which. Plurals ending in consonants, y, ch, f, x, sh. Plurals with words ending 'ex' or 'y' which do not follow the pattern The suffix -ly. Words with the <u>sound</u> spelt <u>ei</u> , <u>ei</u> , <u>igh</u> , or <u>ex</u> . The /u/ sound spelt <u>ou</u> .	-un-, dis-, mis-, in- -pre-, re-, post- -sub-, inter-, super- -anti- -auto ll- lm- lk- -tele- -poly-/i-gon -gram-/graph -sign	-sure- <u>ture</u> , -clan- -sion, -ssion, -tion The suffix -ation, -sion, e.g. division The suffix -ous Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt ch (mostly French in origin) Words with the /k/ sound spelt ch (Greek in origin) Words with the /s/ sound spelt sc (Latin in origin) The /i/ sounds spelt y elsewhere than at the end of the word. I can spell almost all of Y3/4 words correctly.	
Handwriting	I can join some letters throughout a piece of writing.	I can join most letters throughout a piece of writing.	I can produce legible joined handwriting of consistent quality.	

Core Skills

End of Year Assessment - ARE

I can write for both fictional and non-fictional purposes, with a growing awareness of the reader and using appropriate layout devices.

I can write coherently, showing pace and relevant details to move the writing forward.

Writing at the Expected Standard:

Year 4 writers can communicate effectively in a range of fiction and non-fiction texts, using language that is appropriate and increasingly complex. Characters and settings are pre-planned so that there is development across a text and the beginnings of a coherent 'story-arc'. Cohesion in non-fiction is achieved through genre-specific organisational devices such as subheadings and captions. By the end of year 4, writers are able to use a much wider selection of clause structures, including fronted adverbials punctuated with a comma and a range of more complex conjunctions (although, unless, whereas). A range of punctuation is used correctly including commas for lists, question and exclamation marks and apostrophes for possession and omission. Writing is fully joined.

Writing at Greater Depth:

Children write accurately and precisely with minimal errors in transcription that are self-corrected. Children can use the style and level of formality required for the text type, including use of adventurous vocabulary. They can use a variety of different sentence lengths and explain what effect they aimed to create for the reader.

Year 5 Writing Core Skills Assessment

Name: _____

NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.					Core Skills
	Autumn	Spring	Summer		
Planning	I can note down my ideas.	I can discuss my planning with a partner to develop my ideas.	I can note down my ideas and develop them before writing my draft.		
Editing	I can make changes to ensure that my writing is accurate.	I can make changes to interest the reader, e.g. vocabulary.	I can edit confidently for accuracy and impact on the reader, using classroom resources.		
Structure	I can use paragraphs to structure writing.	In non-narrative writing, I can use organisational devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).			
Word Level	I use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.	I can use imaginative word choices that re not taught in context with support.	I can begin to use the subjunctive form to achieve a formal style when appropriate.		
			I can use imaginative and precise word choices that are not taught in context independently.		
Sentence Level	I can use relative clauses beginning with a relative pronoun, demarcated with a comma. E.g. Professor Alan, who was an expert in fishing, could name all of the species found in the River Thames.	I can begin to vary sentence length and word order for interest.	I can begin to create atmosphere and integrate dialogue to convey character and advance the action.		
	I can use modal verbs to show degrees of possibility, e.g. should, might, will, must.	I can use verb tenses consistently and correctly throughout my writing and begin to use future tense.	I can use a wide range of clause structures, sometimes varying their position within the sentence, including accurate use of commas for clarity.		
		I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, order, pronouns, synonyms) across and within paragraphs.			
Punctuation	I can use the full range of punctuation taught so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation).	I am beginning to use parentheses for extra information (brackets, commas and dashes).	I can use colons to introduce a bullet point list.		
Spelling *Use evidence from pre/post tests*	-sure/-ture -cian -sion/-tion -ous -sci Apostrophes -gue/-que The /t/ sound spelt y elsewhere than at the end of words Greek -ch- French -ch- Homophones	-cial/-tial -cious -tious -ough duce/-duct/-duc The suffix -less, -ful, -ment, -ness	I can spell more than half of words from the Y5/6 words correctly and begin to use a dictionary to check spelling of uncommon or more ambitious vocabulary. -cept/ceive mono -uni. tri- bi- macro- micro- 'circ' and 'circum' non - de - 'script' and 'scribe' Silent letters Homophones		
Handwriting	I can produce writing with many joins in with increasing speed, although not consistent.	I can produce legible, joined writing with increasing speed, although not consistent.	I can consistently produce legible, joined handwriting with increasing speed.		
End of Year Assessment - ARE					
I can write effectively for a range of purposes and audiences, choosing the appropriate structure and appropriate style.		I can create varied and interesting writing, with an established voice in both fiction and non-fiction.		I can begin to use stylistic features to create effect in both fiction and non-fiction such as: rhetorical questions; repetition of a word or phrase; figurative language; elaboration.	
Writing at the Expected Standard: Year 5 writers have a mature understanding of different genres and the demands of writing for a range of audiences. They are able to vary lengths and types of sentences for effect and increasingly think about cohesion <i>within</i> paragraphs using a range of devices including adverbials of time and place. The effect is greater flow and purpose within a text: whether to advance a narrative or build an argument in order to persuade. Sentences feature some relative clause structures to add detail and levels of ambiguity are controlled using a range of modal verb forms. Increasingly, commas are deployed to clarify ambiguity and a range of punctuation for parenthesis is starting to be used.			Writing at Greater Depth: Year 5 Greater Depth writers are able to independently choose the most appropriate style for the purpose of writing. This is reflected in the use of the subjunctive form for more formal pieces of writing and word choices are adventurous. In order to engage the reader, Greater Depth writers actively use different sentence types and lengths to create atmosphere. Also, they are able to effectively use dialogue, action and description to move stories on.		



Year 6 Writing Core Skills Assessment

Name: _____



NB: to be ARE at the end of each term, the child MUST have secured the skills denoted in bold.

	Autumn		Spring		Summer – Preparation for Moderation		
					What gaps does the writer need to address?		
Planning	I can note down my ideas before writing my draft.		I can note down my ideas and develop them before writing my draft.				
Editing	I can edit my writing for accuracy.		I can edit my writing effectively for accuracy and impact on the reader – showing evidence of using a dictionary or thesaurus.				
Structure	I can use paragraphs to structure writing.		In non-narrative writing, I can choose and use organisational devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points, tables).				
Word Level	I can use the passive voice (e.g. "The window in the greenhouse was broken." Instead of "I broke the window in the greenhouse.").		I can select vocabulary that reflect what the writing requires, doing this mostly appropriately.				
	I can use conjunctions to: • emphasise (e.g. above all, especially, indeed, in particular, notably, significantly) • qualify (e.g. except, however, unless, although, if, as long as)		I can confidently structure my writing using subordinatives to create a formal style (e.g. "Were they to come..." Instead of "If they came...").				
Sentence Level	I can correctly select, and consistently use, a range of verb tenses (past, present and future) across my writing (including within pieces, where appropriate - e.g. a flashback in a story).		I can use a wide range of clause structures, sometimes varying their position within the sentence, including accurate use of commas for clarity.				
	I can confidently use a range of devices to build cohesion within and across paragraphs, e.g. conjunctions, adverbials of time and place, pronouns, synonyms.		I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.				
Punctuation	I can use the range of punctuation taught at KS2 correctly, e.g. inverted commas and other punctuation to indicate direct speech.		I can use hyphens to join words and make interesting adjectives (e.g. sport-mad, custom-built, bad-tempered, quick-thinking, sugar-free) and to enhance meaning and avoid ambiguity.				
	I can use dashes to enhance meaning.		I can use colons to introduce a list after an independent clause (e.g. The mixture included some natural ingredients: sand, mud and wood.)				
	I can sometimes use semi-colons to connect two independent clauses which are closely related (e.g. The footballer was skilled; he could score a goal from the halfway line.)						
Spelling *Use evidence from pre/post tests*	-sure/-ture. -cian/-sion/-tion/-ation. -cial/-tial. -ciou/-tious. -ent/-ence/-ency. -ant/-ance/-ancy. -ible/-ibly/-able/-ably. -ous. Homophones		Adding suffixes beginning with vowel letters to words ending in -fer -im, -ir, -il -struct/-stru. Hyphens -trans- -para- -dict Silent letters		I can spell almost all of Y5/6 words correctly and use a dictionary to check spelling of uncommon or more ambitious vocabulary. cess/-cede/-ced. -sess/-sede/-sid- -dia- The suffix -ful, -less -ment, -ness Silent letters Silent 'c'. Homophones		
Handwriting			I can maintain legibility in joined handwriting when writing at speed.				
End of Year Assessment - ARE							
I can write effectively for a range of purposes and audiences (and sustain a convincing viewpoint), selecting language that shows good awareness of the reader in different levels of formality, e.g. use of first person in a diary; direct address in instructions and persuasive writing.		I can select stylistic features to create effect in both fiction and non-fiction such as: rhetorical questions; repetition of a word or phrase; figurative language; elaboration.		I can integrate dialogue in narratives to convey character and advance the action.		I can describe settings, characters and atmosphere.	
Writing at the Expected Standard: Year 6 writers are fluent in a range of styles and forms. They write with 'control' meaning their sentence level grammar and punctuation is accurate and serves its purpose: whether to add detail, advance action, give an instruction or persuade. Formality is managed successfully so that writing feels appropriate to the genre and there are examples of this being used for effect, e.g. to help bring out a character's personality through their speech. Passive and subjunctive forms are used accurately as is a full range of cohesive devices including more complex adverbials (in contrast, as a consequence, on the other hand). Clause structures are varied and punctuated with commas, semi-colons and occasionally colons. Spelling is accurate for almost all spellings except where they are unusual or technical. Handwriting is fluent and legible even at pace.				Writing at Greater Depth: Greater Depth writers are able to write for a range of purposes and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing, (e.g. literary language, characterisation etc). They can distinguish between the language of speech and writing and choose the appropriate register. Writers can exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Also, writers can use the range of punctuation taught at Key Stage 2, e.g. semi-colons, dashes, colons, hyphens and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			

Core Skills



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