

BODSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Writing Policy

INTRODUCTION

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum 2014

WRITING

In Early Years pupils are taught to:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

In Key Stage 1 and Key Stage 2 writing focuses on transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils are taught how to plan, revise and evaluate writing.

Spelling is taught throughout the school, covering the National Curriculum spelling objectives from year 1 onwards using the No Nonsense Spelling scheme. This supports pupils to become confident spellers by teaching the strategies, rules and conventions systematically and explicitly and helping pupils recognise which strategies they can use to improve their own spelling. Spelling strategies are taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words.

The cursive handwriting script is taught from the start of Year 1 and joined handwriting begins in Year 2. A high priority is placed on pupils developing a neat and joined style of handwriting by the end of Year 2.

A wide range of writing opportunities are carefully planned to enthuse, inspire and ensure progression of skills. The Hamilton Literacy Programme helps to structure the writing curriculum in each class.

Class teachers and teaching assistants work with groups during guided writing and creative writing opportunities. Effective composition which involves forming, articulating and communicating ideas, and then organising them coherently for a reader is taught. Pupils are supported to develop and apply their skills of writing with clarity, awareness of the audience, purpose and context, and a secure knowledge of vocabulary and grammar. Progression in grammar is integrated into planning and teaching. Pupils apply their skills in writing across the curriculum.

ASSESSMENT, RECORD KEEPING AND TARGET SETTING

Formative assessment informs planning on a daily basis. Pupil progress is assessed 3 times per year using Target Tracker statements and levels. Pupil progress meetings are held 3 times per year with SLT and provision for pupils at risk of not meeting writing targets is carefully planned using class provision maps.

Targets are set for each pupil at the beginning of the year.

Marking strategies are used and provide a dialogue between pupil and teacher regarding how to improve specific points of writing. Please refer to the Marking Policy for further information. Assessment for Learning is used in every class. Regular Hub and Federation writing moderations take place.

Record keeping includes:

- Target Tracker data
- Pupil progress meeting records
- Pupil Premium tracking
- Phonics tracking
- Gap analysis
- Provision maps
- Reading records
- Learning Journey updates and annual reports to parents

PARENT / CARER INVOLVEMENT

Parents / carers provide a vital link between home and school. With their help and encouragement, work carried out in school can often be supported at home thus offering greater opportunities for children to achieve. We actively encourage parental involvement. Information available includes:

- September class orientation meeting
- Class newsletters
- My Learning Journey termly updates
- Parent's evening updates
- Written school reports

- Letters and Sounds information for parents
- Open lessons
- School website

SUBJECT LEADER

The subject leader is responsible for:

- Leading and monitoring the successful endorsement of the policy
- Identifying key areas for development with effective planning and implementing
- Leading continued professional development of staff
- Monitoring teaching and learning and supporting where required
- Managing the subject budget effectively,

CONCLUSION

This policy should be read in conjunction with the following school policies:

- Teaching and Learning
- Assessment and record keeping
- Marking

REFERENCES

The National Curriculum in England English programmes of study: key stages 1 and 2 2014
Hamilton Planning
Letters and Sounds 2007
No Nonsense Spelling 2016
No Nonsense Grammar 2016
Early Years Foundation Stage (EYFS) 2020

Writing Progression Map – EYFS

Phonics	
Letters and Sounds	<p><u>Phase 2</u> <i>Letters and their sounds introduced and taught one at a time:</i> Set 1: s, a, t, p Set 2: l, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p><i>Use knowledge of letter sounds to blend and sound out words</i> <i>Begin learning to segment words</i></p> <p><i>Tricky words: the, to, l, no, go, into</i></p> <p><u>Phase 3</u> <i>Pupils can blend and segment words containing the 19 letters taught in Phase 2</i> <i>Twenty five new graphemes are introduced (one at a time):</i> Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p><i>Consonant digraphs: ch, sh, th, ng</i> <i>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</i></p> <p><i>Learn letter names through alphabet song (continue to use sounds when decoding words)</i></p>

<i>Tricky words: you, they, all, are, my, her, he, she, we, me, be was</i>	
Writing	
Children at the expected level of development will:	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Writing Progression Map – Year 1

Phonics	Planning	Assessment	Interventions
Letters and Sounds	Hamilton (flexible units)	Termly phonics assessment Teacher assessment (term 2, 4, 6)	Speech and Language Link Letters and Sounds Handwriting – Fizzy Hands

Transcription and Spelling	
Phonics and Spelling (NC) <i>Letters and Sounds</i>	<p>Spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Year 1 common exception words • Days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound <p>Division of words into syllables</p> <p>Compound words</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker

	<p>for verbs</p> <ul style="list-style-type: none"> • Use the prefix un- (changes meaning of verbs and adjectives) • Use -ing, -ed and est where no change is needed in the spelling of the root word (e.g. helping, helped, helper) <p>Apply simple spelling rules and guidance (English Appendix 1)</p> <p>Spell some words in phonetically plausible way. Correct misspellings of words taught; use other misspelt words to teach about alternative ways of representing these sounds.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><u>Phase 4</u></p> <p><i>Practise blending for reading and segmenting for spelling.</i></p> <p><i>No new graphemes are introduced; consolidate knowledge and practise reading words which have adjacent consonants.</i></p> <p><i>Tricky words: said, like, do, come, there, little, out, have, so, some, were, one, when, what</i></p> <p><u>Phase 5</u></p> <p><i>Reading phonically decodable two-syllable and three-syllable words.</i></p> <p><i>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</i></p> <p><i>Spelling complex words using phonically plausible attempts.</i></p> <p><i>Tricky words: oh, could, their, people, Mr, Mrs, looked, called, asked</i></p>
Handwriting	<ul style="list-style-type: none"> • Sit correctly at table, holding pencil comfortably and correctly • Begin to form lower-case cursive letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which cursive handwriting family and practise these

	<ul style="list-style-type: none"> Learn to form letters confidently
Composition	<p>How words can combine to make sentences.</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense <p>Sequencing sentences to make short narratives.</p> <p>Discuss what they have written with teacher or peers.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Recognise sentence boundaries in spoken sentences Leave spaces between words Join words and joining clauses using and Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Standard English	Use distinctive features of Standard English in speaking and writing.
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 Common Exception Words			
the a do to today of said says are were was	is his has i you your they be he me she we	no go so by my here there where love come some	one once ask friend school put push pull full house our

Phonics / Spelling	Planning	Assessment	Interventions
Letters and Sounds into National Curriculum Spelling lists	Hamilton (flexible units) Talk for Writing	Termly phonics assessment into integrated assessments Teacher assessment (term 2, 4, 6)	Letters and Sounds Speech and Language Link Handwriting – Fizzy Hands Sentences composition and recording

Transcription and Spelling	
<p>Phonics and Spelling (NC)</p> <p><i>Letters and Sounds into</i></p> <p>No Nonsense Spelling</p>	<p>Spell by:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance (English Appendix 1) • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Phase 6

Practise and apply skills, becoming fluent readers and increasingly accurate spellers.

Autumn:

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two*)

Year 2 phonics

The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.

The /s/ sound spelt 'c' before 'e', 'i' and 'y'

The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common

exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using

Have a Go strategies:

Segmentation

Using a GPC chart

Using spelling journals, word banks, the environment, a working wall.

Word sort

Which one looks right?

Proofreading

After writing, teach pupils to:

Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.

Check writing for mistakes in common exception/tricky words.

Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

Identify the tricky part of the word

Segmentation strategy

Look, Say, Cover, Write, Check

Rainbow write

Saying the word in a funny way

Spring

Revisit

The /l/ or /əl/ sound spelt '-le' at the end of words

Homophones and near homophones *quite/quiet, night/knight, new/knew, not/knot, they're/there/their* and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'

The /r/ sound spelt '-wr' at the beginning of words

The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'

Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter

Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'

Words ending in '-tion'

Strategies at the point of writing

Have a go

Using the working wall to find correct spellings of high frequency and common exception words

Using an alphabetically-ordered word bank

Proofreading:

After writing, teach pupils to:

Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.

Check writing for mistakes in common exception / tricky words.

Use dictionary skills

Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

If not already introduced, introduce the use of spelling journals.

Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

Segmentation

Look, Say, Cover, Write, Check

Using mnemonics

Saying the word in a funny way

Summer:

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /əl/ sound spelt '-el' at the end of words

The /l/ or /əl/ sound spelt '-al' at the end of words

The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)
The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'
The /ʌ/ sound spelt 'o'
The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'

The suffixes '-ment', '-ness',

Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

Introduce individual Have a Go sheets if not established already

Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.

Check writing for mistakes in common exception or tricky words.

Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

Writing in the air

Tracing over the word

Rainbow writing

Look, say, cover, write, check

Handwriting

- Form lower-case letters of the correct size relative to one another

	<ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Learn to write in joined style
Composition	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes <p>• Opportunities to develop and order ideas thorough drama and role play</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
Vocabulary, grammar and punctuation	<p>Draw on and use new vocabulary from reading</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p>

	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Standard English	Learn how to use some features of written Standard English.
Terminology	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Common exception words for Year 2

<u>door</u>	<u>even</u>	<u>sugar</u>
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
<u>kind</u>	beautiful	who
mind	after fast	whole
behind	<u>last</u> past	any
child	father	many
children	class	clothes
wild	grass	busy
climb	pass	people
most	plant	water
only	path	again
both old	bath	half
<u>cold</u>	hour	money
gold	move	<u>Mr</u>
hold	prove	<u>Mrs</u>
told	improve	<u>parents</u>
every	sure	Christmas
<u>everybody</u>		

Writing Progression Map – Year 3

Spelling	Planning	Assessment	Interventions
National Curriculum Spelling lists	Hamilton (flexible units) Talk for Writing	Teacher assessment (term 2, 4, 6)	Letters and Sounds Aplhabet Arc Handwritng – Clever Hands Sentence recording – makes sense and has correct punctuation

Transcription and Spelling	
<p>Spelling (NC)</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Proof reading for spelling errors
<p>No Nonsense Spelling</p>	<p><u>Autumn</u> Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p>

Rare GPCs

The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y'
Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

Revise contractions from Year 2

Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 3 and 4 word list. (Suggest an average of
5 or 6 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the
Years 3 and 4 word list

Spring

Revisit

Strategies at the point of writing.

Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'

Rare GPCs

The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)

Homophones

here/hear, knot/not, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer

Revisit

Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes

Rare GPCs

The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt 'ou' (*young, touch*)

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign

Apostrophe

Revise contractions from Year 2

Proofreading

	<p>Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings</p> <p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Handwriting	<p>Use joined handwriting throughout independent writing</p> <p>Taught handwriting to increase fluency with which pupils are able to write down what they want to say, which in turn will support composition and spelling</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Composition	<p>Opportunities to write for a real range of purposes and audiences across the curriculum.</p> <p>Understand skills and processes essential for writing: thinking aloud to explore and collect ideas, drafting and re-reading to check meaning is clear, monitoring to make sure writing makes sense.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich

	<p>vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentation.</p> <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for punctuation errors.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using inverted commas to punctuate direct speech • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Formation of nouns using a range of prefixes • Use of the forms a or an according to whether the next word begins with a consonant or a vowel • Word families based on common words <p>Indicate grammatical and other features by:</p>

	<ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech
Standard English	Learn about some differences between Standard English and non-Standard English and begin to apply what they have learnt (for example, in writing dialogue for characters)
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Statutory word list for Years 3 and 4

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard(h)	promise
build	heart	quarter
busy/business	height	question
calendar	history	recent
caught	imagine	regular
centre	increase	reign (h)
century	important	remember
certain	interest	sentence
circle	island	separate
complete	knowledge	special
consider	learn	straight
continue	length	strange
decide	library	strength
describe	material	suppose
different (Phase 5)	medicine	surprise
difficult	mention	therefore
disappear	minute	though/although
early	natural	thought (Phase 5)
earth	naughty	through (Phase 5)
eight (h)/eighth	notice	(h)
enough	occasion(ally)	various
exercise	often	weight (h)
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

Writing Progression Map – Year 4

Spelling	Planning	Assessment	Interventions
National Curriculum Spelling Lists	Hamilton (flexible units) Talk for Writing	Teacher assessment (term 2, 4, 6)	Sentence recording – makes sense and has correct punctuation

Transcription and Spelling	
<p>Spelling (NC)</p> <p>No Nonsense Spelling</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Proof reading for spelling errors <p>Autumn Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3)</p> <p>Word endings: Words ending /ure/ (treasure, measure)</p> <p>Prefixes and Suffixes Prefixes 'in-', 'il-', 'im-' and 'ir-'</p>

Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones

peace/piece, main/mane, fair/fare

Apostrophe

Possessive apostrophe with singular proper nouns (Cyprus's population)

Proofreading

Teach proofreading strategies

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring:

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion',

'-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2 Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proof-reading, including using a dictionary.

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer:

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

Suffix '-ous' (*poisonous, outrageous*)

Homophones

	<p><i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices (for example, headings and sub-headings)

	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for punctuation errors.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Use of commas after fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Grammatical difference between plural and possessive -s Using and punctuating direct speech
<p>Standard English</p>	<p>Learn about some differences between Standard English and non-Standard English and begin to apply what they have learnt (for example, in writing dialogue for characters.</p> <p>Standard English forms for verb inflections instead of local spoken forms.</p>

Terminology

determiner
pronoun, possessive pronoun
adverbial

Statutory word list for Years 3 and 4

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard(h)	promise
build	heart	quarter
busy/business	height	question
calendar	history	recent
caught	imagine	regular
centre	increase	reign (h)
century	important	remember
certain	interest	sentence
circle	island	separate
complete	knowledge	special
consider	learn	straight
continue	length	strange
decide	library	strength
describe	material	suppose
different (Phase 5)	medicine	surprise
difficult	mention	therefore
disappear	minute	though/although
early	natural	thought (Phase 5)
earth	naughty	through (Phase 5)
eight (h)/eighth	notice	(h)
enough	occasion(ally)	various
exercise	often	weight (h)
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

Writing Progression Map – Year 5

Spelling	Planning	Assessment	Interventions
National Curriculum Spelling List	Hamilton (flexible units) Talk for Writing	Termly GPS assessments and gap analysis Teacher assessment (term 2, 4, 6)	Reading comprehension tasks Stareway to Spelling Handwriting

Transcription and Spelling	
Spelling (NC)	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Proof-read for spelling errors
No Nonsense Spelling	<p><u>Autumn</u></p> <p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p>

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed

Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

Dictionary

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

Proofreading

Focus on checking words from personal lists.

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Spring:

Revisit

Strategies at the point of writing: Have a go Apostrophe for possession

Rare GPCs

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)

Morphology/ Etymology

Teach extension of base words using word matrices.

Word endings

Words ending in '-ably' and '-ibly'

Revise words ending in '-able' and '-ible'

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words with common roots

Proofreading

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Summer:

Revisit

Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones

(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)

Suffixes

Problem suffixes

Dictionary

Teach use of dictionary to check words, refer- ring to the first three or four letters

Proofreading

Check writing for misspelt words that are on the Years 5 and 6 word list

	<p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
<p>Handwriting and presentation</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task • Standard of handwriting appropriate for task, for example quick notes or a final handwritten version. • Unjoined style when appropriate, for example when writing an email address, filling in a form (capitals) or algebra
<p>Composition</p>	<p>Understand skills and processes essential for writing: thinking aloud to generate ideas, drafting and re-reading to check meaning is clear.</p> <p>Devices to build cohesion within a paragraph (for example, then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p>

	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • English – key stages 1 and 2 38 Statutory requirements • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
<p>Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> • Proof-read for punctuation errors <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)

	<ul style="list-style-type: none"> • Verb prefixes (for example, dis-, de-, mis-, over-, re-) • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Indicating degrees of possibility using adverbs or modal verbs <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently
Terminology	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Statutory word list for Years 5 and 6

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

Writing Progression Map – Year 6

Spelling	Planning	Assessment	Interventions
National Curriculum Spelling Lists	Hamilton (flexible units) Talk for Writing	Termly GPS assessments and SATS gap analysis Teacher assessment (term 2, 4, 6)	Handwriting programme Stareway to Spelling Dance mat typing – to improve speed

Transcription and Spelling	
Spelling (NC)	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Proof-read for spelling errors
No Nonsense Spelling	<p><u>Autumn:</u></p> <p>Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p>

Word endings

Endings that sound like /ous/ spelt '-cious' or '-tious' (*precious, ambitious*)

Homophones

advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy

Proofreading

Proofreading in smaller chunks – sentences and paragraphs.

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Spring

Revisit

Words containing the letter string '-ough'

Prefixes and Suffixes

Generating words from prefixes and suffixes

Word endings

The /ʃəl/ sound, words ending 'tial' and 'cial' (*official, special, artificial, partial, confidential, essential*)

Homophones

compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary

All homophones from KS2

Proofreading

Proofreading someone else's writing. Note down strategies that help in spelling journals

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)

Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Summer

Revisit

Spelling strategies at the point of writing

Rare GPCs

Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Word endings

Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'

Homophones and near homophones *draft/draught, dissent/descent, precede/pro-ceed, wary/weary*

Proofreading

Embedding proofreading strategies when reviewing own writing independently.

Learning and Practising spellings

Pupils:

Learn selected words taught in new knowledge this term.

Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)

Learn words from personal lists

Root words and meanings

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from

	theYears 5 and 6 word list.
Handwriting and presentation	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task • Standard of handwriting appropriate for task, for example quick notes or a final handwritten version. • Unjoined style when appropriate, for example when writing an email address, filling in a form (capitals) or algebra
Composition	<p>Understand skills and processes essential for writing: thinking aloud to generate ideas, drafting and re-reading to check meaning is clear.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs

	<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Talk for Writing: Imitation, Innovation, Independent Application</p>
<p>Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> Proof-read for punctuation errors <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun How words are related by meaning as synonyms or antonyms <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently

Terminology	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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Statutory word list for Years 5 and 6

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