



St Mary's R.C. Primary School

## WRITING AT ST MARY'S

At St Mary's Primary School we are determined that every pupil will learn to become a writer, regardless of their background, needs or abilities. Writing is a complex task requiring the coordination of fine motor skills, cognitive skills, reflects the social and cultural patterns of the writer's time and is also linguistically complex (Fisher, 2012; Myhill and Fisher, 2010). Our approach to writing ensures that all children are prepared to meet these complex demands.

### OUR AIMS

- Teach pupils about how the writing process works
- Teach pupils to follow this process in their own writing
- Teach pupils to write for a variety of purposes and audiences
- Set specific writing goals for pupils
- Teach pupils to become fluent with handwriting, spelling, and different types of sentence construction
- Ensure children write regularly
- Encourage children to see themselves as writers
- Give children diagnostic feedback on their writing, including clear steps to improve their written work
- Tailor teaching to meet the needs of their individual pupils as well as the whole class

### WRITING EFFECTIVELY

At St Mary's we follow these principles to enable children to write effectively:

#### 1. Teach children to think like a writer

Teach children to make conscious decisions about their writing, learning to appreciate the qualities that make one word, phrase or construction better suited to the context than another.

Teachers help children to learn to do this by **modelling the thought process** involved in writing. 'Thinking aloud' gives children a model for writerly behaviour that they can then copy.

#### 2. Teach children about the writing process

At St Mary's we follow the 2014 National Curriculum framework for the writing process.

- 1) **Plan** (collecting ideas and mapping out the piece of writing). Children will need to think about the **audience** for and **purpose** of the writing and what they need to include in order to meet those demands. The Gateshead Writing Toolkits and boxed success criteria are used to help children plan their writing collaboratively or individually.
- 2) **Draft** (writing the first draft, following their plan, but deviating from it where they have a better idea). This is the stage where children need to try out new things in their writing, making ambitious vocabulary choices, and trying different literary techniques and different sentence constructions. Some of these won't work, but that's what the rest of the process is for.
- 3) **Evaluate** (the stage where there's time to consider the first draft and see how effective it is as a piece of writing). This could involve children looking at their own work, an element of peer feedback and of course, teacher feedback showing where improvements could be made. This is a great point in the writing process for children to be taught about literary techniques or specific language features such as correct use of punctuation or grammar as they will then have the opportunity to use these in their own writing.



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- 4) **Edit/Redraft** (an opportunity for children to make improvements to their first draft in the light of the 'evaluate' stage). By the end, they should have a polished piece of writing that represents the very best they are capable of producing.

The aim is that by the end of key stage 2, children are able to carry out these steps independently.

### 3. A focus on spelling and handwriting gives children fluency

At St Mary's, we spend dedicated time teaching children to spell correctly and to have neat, regular handwriting. During each English lesson, we spend 10 minutes on handwriting or spelling following the whole school handwriting and spelling plan in each year group. (see plans section)

If children are proficient in these elements, they can concentrate on thinking about *what* to write rather than *how* to write it. Having a near-automatic control of the mechanics of writing gives children greater fluency in their writing. They will also be able to make sense of what they've written when they come to evaluate and edit.

### 4. Inspiration and purpose are important

We believe getting children to write well is so much easier if they're motivated by the task, so we try to give children opportunities to:

- Write for real purposes (writing letters to real people and actually sending them, or keeping a diary for a week).
- Write based on real events (recounts of trips outside of school, or about topics that interest them outside of school).
- Use multimedia resources (watching a short film and then writing the story to it, or blogging about a topic of interest).
- Write about something they're interested in (writing the script for a lost episode of Dr Who, or a newspaper report about a school football match).

### 5. Children learn to write by emulating great writing

At St Mary's, we think that one of the best ways of learning to write is by studying how real authors use words and language to communicate. Using high-quality texts, both classic and contemporary, means they can see how language is used for specific effects. Our text-based planning and curriculum plan ensures that all children are exposed to a rich diet of high-quality texts throughout their journey through school and writing tasks are built from these. (see writing overview)

### 6. Importance of talk in becoming a competent writer

We think that effective spoken language teaching is vital to writing. From the earliest days in school, children are taught to switch from talking informally to Standard English in order to write grammatically correct English. Speaking frames are used to help children develop skills early and effective teacher modelling is essential to demonstrate Standard English to all pupils.

### 7. Grammar and punctuation are crucial for communication

A good command of grammar and punctuation is important to give children control over their written language, enabling them to communicate effectively. Grammar and punctuation are taught within our units of work, with the main focuses outlined in our unit planning sheet cover. (see plans for examples)

### 8. Children become better writers by writing often

Children need plenty of opportunities to produce extended pieces of writing (following the writing process.) Children need to write for a variety of audiences and purposes. Extended writing can occur in many different ways.

- Specific time in English lessons
- As part of learning in other subjects



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- Using ICT resources such as PCs and tablets

Each unit of work is carefully planned around regular opportunities for extended writing. (See the Extended Writing curriculum map.)

### **9. Vocabulary development is crucial**

At St Mary's we know how important good vocabulary is in becoming a good writer and using a rich variety of texts helps to develop this. .

We help to children to expand their vocabularies by:

- Making sure children read widely
- Giving children a forum to discover the meaning of new words they encounter
- Explicitly teaching children new words (explaining their meaning and giving them opportunities to use them in context)
- Exploring morphology and etymology to encourage children to make connections between new words and words they know already using their knowledge of language
- Helping children to choose the most appropriate words in their writing, encouraging them to be ambitious, and giving feedback where they haven't got it quite right

### **10. Feedback is how children improve their writing**

Effective feedback, both oral and written, is how children learn to be better writers. Feedback can be:

- Formative – focused on improving children's work, giving children clear advice on how to improve.
- Oral feedback through simple prompts, suggestions and advice, or through questions to make a child think about his or her writing.
- Written feedback focused on the learning objective for the piece and be clear and actionable.

Children have the opportunity to act on and use feedback to improve their writing.



## WRITING AT ST MARY'S

### ENGLISH LESSONS

Key Stage 1	Writing, Grammar, Punctuation and Vocabulary	Phonics and Spelling	Handwriting	Reading (see Reading policy)
<b>Year 1</b>	<ul style="list-style-type: none"> <li>5 lessons a week.</li> <li>10 minutes devoted to spelling or handwriting each lesson.</li> <li>Grammar, punctuation and vocabulary taught alongside composition skills following text-based unit planning.</li> <li>Some skills taught discretely.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling taught discretely 2-3 times a week – 10 minutes.</li> <li><b>Daily</b> Phonics taught 20 minutes – whole class and during group guided reading sessions 1-2 times a week.</li> <li>Skills are practised throughout the week in various ways.</li> </ul>	<ul style="list-style-type: none"> <li>Taught discretely 2-3 times a week – 10 minutes.</li> <li>Skills are practised throughout the week in various ways.</li> <li>Many opportunities to develop fine motor control.</li> </ul>	<ul style="list-style-type: none"> <li>Group guided reading and phonics 2 times a week (TA and T)</li> <li>Reading skills taught as part of text-based English lessons</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>5 lessons a week.</li> <li>10 minutes devoted to spelling or handwriting each lesson.</li> <li>Grammar, punctuation and vocabulary taught alongside composition skills following text-based unit planning.</li> <li>Some skills taught discretely.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling taught discretely 2-3 times a week – 10 minutes.</li> <li>Phonics taught discretely 2 times a week</li> </ul>	<ul style="list-style-type: none"> <li>Taught discretely 2-3 times a week – 10 minutes.</li> <li>Skills are practised throughout the week in various ways.</li> </ul>	<ul style="list-style-type: none"> <li>Group guided reading and phonics once a week</li> <li>Some whole class guided reading skills</li> <li>Reading skills taught as part of text-based English lessons</li> </ul>

Key Stage 2	Writing, Grammar, Punctuation and Vocabulary	Spelling	Handwriting	Reading (see Reading policy)
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>5 lessons a week.</li> <li>10 minutes devoted to spelling or handwriting each lesson.</li> <li>Grammar, punctuation and vocabulary taught alongside composition skills following text-based unit planning.</li> <li>Some skills taught discretely.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling taught discretely 2-3 times a week – 10 minutes.</li> <li>Skills are practised throughout the week in various ways.</li> </ul>	<ul style="list-style-type: none"> <li>Taught discretely 2-3 times a week – 10 minutes.</li> <li>Skills are practised throughout the week in various ways.</li> </ul>	<ul style="list-style-type: none"> <li>Group guided reading transitioning to whole-class guided reading daily.</li> <li>Reading skills taught as part of text-based English lessons</li> </ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>5 lessons a week.</li> <li>10 minutes devoted to spelling or handwriting each lesson.</li> <li>Grammar, punctuation and vocabulary taught alongside composition skills following text-based unit planning.</li> <li>Some skills taught discretely.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling taught discretely 2-3 times a week – 10 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Taught discretely 2-3 times a week – 10 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class guided reading daily.</li> <li>Reading skills taught as part of text-based English lessons</li> </ul>



## WRITING AT ST MARY'S

### CURRICULUM

Our curriculum is structured to ensure that pupils write for a wide range of audiences and purposes, covering different genres and building skills overtime. Regular moderation exercises are carried out to ensure good progression across year groups.

#### Extended Writing Overview:

	Autumn 1 <i>8 weeks</i>	Autumn 2 <i>7 weeks</i>	Spring 1 <i>6 weeks</i>	Spring 2 <i>6 weeks</i>	Summer 1 <i>6 weeks</i>	Summer 2 <i>5 weeks</i>
<b>English Unit</b>	<b>History Linked English</b> Narrative Non-fiction – link to English and history topic	<b>Contemporary Fiction</b> Narrative Non-fiction – link to English and Geography	<b>Geography Linked English – Picture Books</b> Narrative and Non-fiction – link to Geography	<b>Classic Children's Literature</b> Narrative Non-fiction	<b>Retellings of Traditional Tales/ Myths and Legends History Linked English:</b>	<b>English Topic of choice or Shakespeare or Art/DT Topic linked</b>
<b>Year Group Guide</b>	<ul style="list-style-type: none"> <li>Narrative = 5 weeks 2-3 extended pieces</li> <li>Non-Fiction = 3 weeks 2 extended pieces</li> </ul>	<ul style="list-style-type: none"> <li>Narrative = 4 weeks 2 extended pieces</li> <li>Non-Fiction = 1 week 1 extended piece</li> <li>Poetry = 1 weeks 1 extended piece</li> </ul>	<ul style="list-style-type: none"> <li>Narrative = 4 weeks 2 extended pieces</li> <li>Non-Fiction = 2 weeks 1 extended piece</li> </ul>	<ul style="list-style-type: none"> <li>Narrative = 3 weeks 2 extended pieces</li> <li>Non-Fiction = 2 weeks 1 extended piece</li> <li>Poetry = 1 week 1 extended piece</li> </ul>	<ul style="list-style-type: none"> <li>Narrative = 4 weeks 2 extended pieces</li> <li>Non-Fiction = 2 weeks 1 extended piece</li> </ul>	<ul style="list-style-type: none"> <li>Narrative = 2 weeks 2 extended pieces</li> <li>Non-Fiction = 1 week 1 extended piece</li> <li>Poetry = 1 week 1 extended piece</li> </ul>
<b>Extended Writing Moderation Focus Texts</b>	<p><b>Narrative focus</b></p> <ul style="list-style-type: none"> <li>Setting or Character description</li> <li>Or Atmosphere piece</li> </ul> <p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Information texts or recount</li> </ul>	<p><b>Narrative focus</b></p> <ul style="list-style-type: none"> <li>Short story or suspense</li> </ul> <p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Instructions/ explanations</li> <li>Or report</li> </ul>	<p><b>Narrative focus</b></p> <ul style="list-style-type: none"> <li>Extended narrative</li> </ul> <p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Discussion text/ Persuasion or</li> <li>Letters</li> </ul>	<p><b>Narrative focus</b></p> <ul style="list-style-type: none"> <li>Play script or short story</li> <li>Poetry</li> </ul> <p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Diary or</li> <li>Letters</li> </ul>	<p><b>Narrative focus</b></p> <ul style="list-style-type: none"> <li>Retell or innovation of a traditional tale/myth</li> </ul> <p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Biography</li> <li>Information texts</li> </ul>	<p><b>Non-fiction focus</b></p> <ul style="list-style-type: none"> <li>Recounts</li> </ul>



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### Our Text-Based Planning Overview

Term	Year 1
Autumn 1	<ul style="list-style-type: none"> <li>• <b>Toys and Books</b> Narrative: <i>Main Text</i> –That Rabbit Belongs to Emily Brown by Cressida Cowell – 4 weeks</li> <li>• <b>Non-fiction</b> linked to <b>Toys History topic</b> – Information Text 2 weeks</li> <li>• <b>Non-fiction Instructions unit</b> - Mr Wolf's Pancakes 1 week</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> Narrative <i>Main Text</i> – Lost and Found by Oliver Jeffers (Paula Thompson)and or On Sudden Hill by 3 weeks</li> <li>• <b>Non-fiction: Reports</b> geography focus - <b>Our School Report report</b> 2 weeks</li> <li>• <b>Poetry – Humorous Poems</b> (Hamilton Trust A) 1 Week</li> <li>• Christmas Focus 1 week The Jolly Christmas Postman</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Topic link - Coastlines</b> Narrative – The Storm Whale by Benji Davies or The Light House Keeper's Lunch 3 weeks</li> <li>• <b>Non-fiction :Letters and Postcards</b> Dear Greenpeace by Simon James (Hamilton Trust) 2 weeks</li> <li>• <b>Non-Fiction Explanation/ information text</b> – How Does a Lighthouse Work? Roman Belyaev – 1 week</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> – Where the Wild things Are or The Tiger Who Came to Tea 2 weeks</li> <li>• <b>Diary</b> – Grace Darling link to History Topic 2 weeks</li> <li>• <b>Poetry</b> – Poems about the senses Hamilton Trust. 1 week</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>Twisted Tales:</b> Prince Cinders and/or The True Story of the Three Little Pigs 3-4 weeks</li> <li>• <b>Information Texts</b> History Topic link Nurses 2 weeks</li> <li>• <b>Recount</b> My Life So Far – Sue Palmer 1-2 weeks</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Story</b> Beegu – Alexis Deacon 2 weeks</li> <li>• <b>Traditional Poetry</b> Hamilton Trust 1 week</li> </ul>

Term	Year 2
Autumn 1	<ul style="list-style-type: none"> <li>• <b>The Great Fire of London</b> Narrative: <i>Main Text</i> – Toby and the Great Fire of London by Margret Nash and Jane Cope (literacy shed plus reading unit) 4/5 weeks</li> <li>• <b>Non-fiction</b> – The Diary of Samuel Pepys (Hamilton Trust Topic Block F) 2 weeks</li> <li>• <b>Non-fiction</b> – Report 1 week</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> Narrative Suggested <i>Main Text</i> The Bear and the Piano (Paula Thompson and Hamilton Trust Autumn Y2 unit) 3 -4 weeks</li> <li>• <b>Non-Fiction</b> - Instructions suggested unit (Instructions by Neil Gaiman HT Spring Y2) or <b>Report</b> linked to Geography topic 1 week</li> <li>• <b>Poetry</b> - Suggested Poems on a theme families (HT Autumn Y2) 1 week</li> <li>• Christmas Focus 1 week</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Topic link – Weather : Non-Fiction</b> - Persuasive letter linked to Geography unit. HT Weather Experts Block E 2 weeks</li> <li>• <b>Narrative Suggested</b> HT Autumn Familiar settings <b>or</b> Stories on a Theme: Stories about the Wild HT Spring 4 weeks</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> Narrative Suggested <i>Main Text</i> James and the Giant Peach <b>or</b> George's Marvellous Medicine 4 weeks</li> <li>• <b>Non-fiction</b> Biography – Roald Dahl 1 week</li> <li>• <b>Poetry</b> – Poems on a Theme: Happy Poems - 1 week</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>Traditional Tales Suggested unit</b> - The Frog and Scorpion and Ant and Grasshopper 4 Weeks</li> <li>• <b>Non-fiction</b> Information Text based on History Topic 2 Weeks</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Fiction</b> 2 weeks</li> <li>• <b>Non-fiction</b> Recount 1 week</li> <li>• <b>Poetry Suggested</b> HT Poems on a theme – monster stories 1 week</li> </ul>



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Term	Year 3
Autumn 1	<ul style="list-style-type: none"> <li>• <b>Iron Age to Stone Age</b> Narrative <i>Main Texts</i> Stone Age Boy by Satoshi Kitamura (picture book 4/5 weeks</li> <li>• <b>Non-fiction linked to history topic</b> – Information Texts and/or recounts/ or <b>biography</b> 3 weeks</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> Suggested <i>Main Text</i> – The Firework Maker's Daughter – Philip Pullman 4 weeks</li> <li>• <b>Non-fiction</b> Instructions/ explanations or <b>report</b> - geography focus or HT Y3 Aut: Game Shows and Quizzes</li> <li>• <b>Poetry</b> – <i>Suggested- School Poems</i> HT</li> <li>• Christmas Focus 1 week</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Picture Book</b> Journey – Aaron Becker 3 weeks</li> <li>• <b>Non-fiction</b> - Persuasion / discussion texts- based on Journey or <i>suggested</i> HT Y3 Sp Advertising - 3 weeks</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> Fantastic Mr Fox – Roald Dahl or The Iron Man – Ted Hughes 3-4 weeks (Lit Shed unit)</li> <li>• <b>Non-fiction</b> - Diary or Letter – HT Diaries and Recounts unit or linked to Novel. 2 weeks</li> <li>• <b>Poetry</b> - Performance Poems HT 1 week</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>Greek Myths</b> Suggested The Orchard Book of Greek Myths (G. McCaughrean) and Greek Myths (M. Williams) HT 4 Weeks</li> <li>• <b>Non-fiction</b> Biography or information Text related to topic</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Shakespeare:</b> Midsummer Night's Dream 2-3 weeks</li> <li>• <b>Non-fiction</b> Recount 1 week</li> <li>• <b>Poetry</b> 1 week</li> </ul>

Term	Year 4
Autumn 1	<ul style="list-style-type: none"> <li>• <b>Historical Fiction: Julius Caesar</b> Shakespeare Stories II – L. Garfield Stories from Shakespeare – G.McCaughrean and The Animated Tales 4/5 weeks <b>Character Description</b></li> <li>• <b>Non-fiction linked to history topic</b> Recount newspaper and or Information text 3 weeks</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> Suggested <i>Main Text</i> – Coraline 4 weeks</li> <li>• <b>Non-fiction linked to geography topic</b> instructions/ explanations Or <b>report</b> 1 week</li> <li>• <b>Poetry</b> - Suggested HT Syllabic Poems 1 week</li> <li>• Christmas Focus 1 week</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Rivers</b> – The Rhythm of the Rain or A River 3 weeks</li> <li>• <b>Non-fiction</b> – topic related or <b>Persuasion /discussion text</b> – Suggested Unit HT Animals in Captivity 2 weeks</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> – Narrative Suggested <i>Main Texts</i> - <i>The Wind in the Willows</i> 4 weeks</li> <li>• <b>Non-fiction</b> - Diary or Letter related to TWitW 1-2 weeks</li> <li>• <b>Poetry</b> – Suggested List Poems and Kennings HT 1 weeks</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>1001 Arabian Nights</b> by G. McCaughrean or Egyptian Myths see 3-4 weeks</li> <li>• <b>Non-fiction</b> Biography or information Text related to topic or HT Y4 Inventors – 2-3 weeks</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Narrative</b> – own choice</li> <li>• <b>Non-fiction</b> – Recount 1 week</li> <li>• <b>Poetry</b> – Suggested Odes and Insults HT 1- 2 weeks</li> </ul>



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Term	Year 5
Autumn 1	<ul style="list-style-type: none"> <li>• <b>Anglo-Saxons and Vikings</b> – Narrative main suggested text Viking Boy 5 weeks <b>Character/Setting</b></li> <li>• <b>Non-Fiction – Non- Chronological report or</b> Information text or recount (based on book or discrete unit 2-3 weeks).</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> - Suggested <i>Main Text</i> Clockwork 3- 4 weeks <b>Short story or suspense</b></li> <li>• <b>Non-fiction - Instructions/ explanations Or report</b> 1-2 weeks</li> <li>• <b>Poetry</b> – <i>Suggested unit</i> - Making the Ordinary Extraordinary! HT - 1 week or Christmas linked</li> <li>• Christmas Focus 1 week</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Picture Book or Topic: Comparing people and places</b>- Geography linked. 3 weeks narrative Or Suggested picture book - Rain Player by David Wisniewski</li> <li>• <b>Non-fiction - Discussion text/ Persuasion or letters</b> – geography linked or discrete unit such as Argument and Debate HT Y5 or Persuasion and Argument HT Y5 - 3 weeks</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> - The Lion, The Witch and the Wardrobe <b>Play script or short story</b> 3-4 weeks</li> <li>• <b>Non-fiction</b> – book linked or topic linked <b>diary or letters</b> 1-2 weeks</li> <li>• <b>Poetry</b> – 1 week</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>Traditional Tales/Myths from the Maya</b> <i>Suggested</i> -The Great Kapok Tree by Lynne Cherry or HT Maya and religion unit</li> <li>• <b>Non-fiction</b> - linked to history unit - <b>Biography or Information texts</b></li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Shakespeare</b> – Suggested Romeo and Juliet HT unit and or Literacy Shed - 2-3 weeks Or The Tempest – Lit Shed, Shakespeare and more unit or HT unit Or Own choice book</li> <li>• <b>Poetry</b> – 1 week</li> <li>• <b>Non-fiction - Recounts</b> 1 week</li> </ul>

Term	Year 6
Autumn 1	<ul style="list-style-type: none"> <li>• <b>The Victorians</b> Narrative main suggested text <i>Cog Heart</i> 5 weeks <b>Narrative - Atmospheric</b></li> <li>• <b>Non-Fiction</b> 2-3 weeks - Non- Chronological report or <b>Persuasive text</b> (based on book or discrete unit) 2-3 weeks.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Contemporary Fiction</b> Wee Free Men <b>Short story or suspense</b> 3- 4 weeks</li> <li>• <b>Non-fiction explanation or report</b> 1-2 weeks</li> <li>• <b>Christmas Focus</b> A Christmas Carol - 1-2 weeks</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Picture Book or Topic Extreme Earth</b> 3 weeks <b>Story</b></li> <li>• <b>Non-fiction</b> – 3 weeks <b>Discussion text or letters</b></li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• <b>Classic Children's Literature</b> Treasure Island 3-4 weeks <b>Play scripts or short story</b></li> <li>• <b>Non-fiction Diary or biography</b> 2 weeks</li> <li>• <b>Poetry</b> – 1 week</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• <b>Year 6 SATs</b> 1 week</li> <li>• <b>Traditional Tales/Myths</b> 4 weeks</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• <b>Shakespeare</b> suggested text: Macbeth - units from: Shakespeare and more, HT and Lit Shed 2-3 weeks</li> <li>• <b>Non-fiction Recounts</b> 1 week</li> </ul>



## WRITING AT ST MARY'S

### ASSESSMENT

At the end of the school year, a child **at the standard** in their **WRITING** ability should be able to do these things:

EY & KS1	Sentence Structure	Punctuation	Text structure and organisation	Composition and Effect	Handwriting
Reception	<ul style="list-style-type: none"> <li>Write simple sentence/s which can be read by themselves or others</li> <li>Use phonic knowledge to segment and spell some common words correctly and some that are phonetically plausible.</li> <li>Write some irregular common words e.g. he, she, the</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to leave spaces between words</li> <li>Beginning to use a capital letter and a full stop when writing single sentences.</li> <li>Write own name using a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own narratives and explanations by connecting ideas or events using some time connectives (orally)</li> <li>Attempts to write for a variety of different purposes using different features of forms e.g. lists, instructions – usually in child led activities</li> </ul>	<ul style="list-style-type: none"> <li>Uses language appropriate to the task when writing in an adult led activity and sometimes uses this in child led activities</li> </ul>	<ul style="list-style-type: none"> <li>Hold paper in position using their preferred hand for writing</li> <li>Use a correct pencil grip</li> <li>Beginning to write on lines and control letter size.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Mostly uses simple sentence structures.</li> <li>Able to write compound sentences using 'and'</li> <li>Often repetitive (e.g. subject/verb)</li> <li>Beginning to show some variation</li> <li>Uses the coordinating conjunction 'and' to join clauses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a capital letter for: the pronoun 'I', names of people, places and days of the week</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Can orally retell a familiar story including all the main points and in chronological order</li> <li>Writes sequenced sentences to form a short narrative</li> <li>Writes relevant ideas and most are linked chronologically =</li> <li>Simple instructions are written in the correct order</li> <li>Uses the coordinating conjunction 'and' to link ideas</li> <li>Able to write relevant sentences under given subheadings e.g. Cars, Buses, Boats</li> <li>Beginning to use bullet points to list ideas and words</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses words and phrases appropriate to task and topic</li> <li>*Mostly uses simple adjectives in labels, captions and sentences</li> <li>Discuss what they have written with the teacher or other pupils Can they describe something they are pleased with or something they have done well?</li> <li>Uses simple adjectives to describe places and people</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at the table</li> <li>Hold a pencil correctly and comfortably</li> <li>Begin to form lower case letters in the correct direction (starting and finishing in the correct place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families'</li> </ul>



## WRITING AT ST MARY'S

<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Writing evidences: statements, questions, exclamations and commands in context</li> <li>• Simple and compound sentences are usually grammatically accurate</li> <li>• Mostly uses a variation of sentence openers</li> <li>• Shows ability to use adverbs to start a sentence as appropriate to</li> <li>• Mostly uses co-ordination using or, and, but.</li> <li>• Usually includes some subordination (e.g. when, if, that, because) genre and context</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are mostly demarcated using full stops and capital letters</li> <li>• Sentences are usually demarcated using question marks and exclamation marks</li> <li>• Commas usually used in lists</li> <li>• Usually uses apostrophes to show contracted forms</li> <li>• Sometimes uses apostrophes to show singular possession e.g. The girl's book</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is structured to include: a simple opening and/or ending + key event (narrative) Introduction and /or conclusion included (non-fiction)</li> <li>• Usually connects ideas and events through the use of time connectives</li> <li>• Mostly groups related ideas together</li> <li>• Mostly uses bullet points to list words/ideas.</li> <li>• In non-fiction connects ideas through the use of numbered points, headings and line breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives are used appropriately without repeating meaning e.g. the old aged chair</li> <li>• Usually uses noun phrases for description and specification.</li> <li>• Shows awareness of purpose of writing through choice of content which is relevant to task</li> <li>• Limited awareness of the reader</li> <li>• Writer is becoming more aware of viewpoint and indicates this through simple statements</li> <li>• Usually makes adventurous word choices to add detail and describe people and places</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another</li> <li>• Start using some horizontal and diagonal strokes needed to join</li> <li>• Understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits the right size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>
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LKS 2	Sentence Structure	Punctuation	Text structure and organisation	Composition and Effect	Handwriting
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Able to use a variety of sentence types including: simple, compound, and complex</li> <li>• Usually uses adverbs as sentence openers (e.g. Then, Next, Later) and prepositions (e.g. Before, In)</li> <li>• Usually uses a wider range of subordinating conjunctions (e.g. when, before, after, because)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of full stops, capital letters, exclamation marks and question marks</li> <li>• Consistent use of commas in lists</li> <li>• Consistently uses apostrophes to show contracted forms and singular possession</li> <li>• Sometimes uses inverted commas to demarcate speech</li> </ul>	<ul style="list-style-type: none"> <li>• Clear text structure (depending on genre) and all sections are related</li> <li>• Uses conjunctions, adverbs and prepositions to express time and cause</li> <li>• Ideas are consistently organised in sections OR</li> <li>• Beginning to use paragraphs to group related material</li> <li>• Will use headings and subheadings to aid presentation (in non-fiction writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of adverbs to add detail/description /explanation to events</li> <li>• Some detail expanded through careful choice of vocabulary</li> <li>• Writing features are usually appropriate to the task</li> <li>• Characterisation is conveyed through description where appropriate</li> <li>• Characterisation is sometimes conveyed through dialogue i.e. deliberately used speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way</li> </ul>	<ul style="list-style-type: none"> <li>• Use the horizontal strokes needed to join letters</li> <li>• Understand which letters, when adjacent to each other, are best left un-joined</li> <li>• Increase legibility, consistency and quality by ensuring that:</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Continues to use a variety of sentence types including simple, compound and complex</li> <li>• Sometimes varies sentence structure through complex openings:</li> <li>• Adverbials (e.g. Sometime later...As we ran...Once we arrived...),</li> <li>• Subject reference (e.g. The boys, Our gang...)</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a comma after a fronted adverbial</li> <li>• Usually uses apostrophes to mark singular and plural possession (where appropriate)</li> <li>• Mostly uses inverted commas to demarcate speech</li> <li>• Sometimes follows punctuation rules for (commas after the reporting clause; end punctuation within inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a well-structured form with appropriate elements e.g. five part story – beginning, build up, problem, resolution and ending.</li> <li>• Can organise non-fiction writing appropriately e.g. sequenced biography or recount, information text under sub-headings etc.</li> <li>• Simple adverbials are used to open/start a</li> </ul>	<ul style="list-style-type: none"> <li>• Building a rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect, e.g. expanded noun phrases, adverbial phrases appropriate verb choice, precise nouns etc. (although style may not be consistent)</li> <li>• Viewpoint is conveyed through description, behaviour and dialogue</li> <li>• Conveys characterisation through dialogue and makes appropriate verb choices e.g. whispered, bellowed</li> </ul>	<ul style="list-style-type: none"> <li>• the downstrokes of letters are parallel and equidistant</li> <li>• Lines of writing are spaced so that ascenders and descenders do not touch</li> </ul>



## WRITING AT ST MARY'S

	<ul style="list-style-type: none"> <li>Uses a growing range of subordinating conjunctions e.g. previous range + until, unless, since, while, whereas</li> </ul>	<ul style="list-style-type: none"> <li>Starting to use a new line each time there is a new speaker</li> </ul>	<p>section and also as a device to connect the sections to each other</p> <ul style="list-style-type: none"> <li>Can link information across sentences by using connectives</li> <li>Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Usually organises ideas into paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation is conveyed through description, behaviour and dialogue where appropriate e.g. Lisa stormed through the hall and screeched, "Time is up!"</li> <li>In narrative creates settings characters and plot.</li> </ul>	
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UKS 2	Sentence Structure	Punctuation	Text structure and organisation	Composition and Effect	Handwriting
Year 5	<ul style="list-style-type: none"> <li>Able to vary sentence length e.g. short sentences for pace and tension and longer sentences for detail and description</li> <li>Uses relative clauses (beginning with: who, which, why, whose, where, that) and can use relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)</li> <li>Developing the range of subordinating conjunctions used.</li> <li>Contrast &amp; Concession – although, still, even though, whereas</li> <li>Condition – if, unless, even if, providing, provided that</li> <li>Cause and Reason– because, so that, as, since</li> <li>Time – whenever, while</li> <li>Uses some conjunctive adverbs e.g. consequently, however, despite, furthermore, meanwhile, therefore</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses commas to mark phrases or clauses</li> <li>Brackets, dashes or commas are used to indicate parenthesis</li> <li>Usually follows punctuation rules for speech</li> <li>Sometimes follows the correct rules for 'interrupted speech'</li> </ul>	<ul style="list-style-type: none"> <li>Uses devices to build cohesion within a paragraph</li> <li>Can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</li> <li>Can link ideas through tense choices</li> <li>Control over content within paragraphs by e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea</li> <li>Independent application of layout devices e.g. line breaks, subheadings, and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates they can use new vocabulary (drawn from sources such as class discussions/lessons and their own reading) appropriately and effectively.</li> <li>Growing awareness of reader needs and is usually able to select content to inform and engage the reader</li> <li>Viewpoint is considered but not always maintained through opinion, attitude and position</li> <li>In narratives, describes atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices</li> <li>Deciding as part of their personal style, whether or not to join specific letters</li> <li>Choosing the writing implement best suited to the task</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Demonstrates control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description</li> </ul>	<ul style="list-style-type: none"> <li>Mostly applies correct punctuation to speech</li> </ul>	<ul style="list-style-type: none"> <li>Usually creates effective links across paragraphs using grammatical connections such as: pronouns, adverbials and subject specific vocabulary (but this may not</li> </ul>	<ul style="list-style-type: none"> <li>Selecting appropriate vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	



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## WRITING AT ST MARY'S

	<ul style="list-style-type: none"> <li>• Usually uses a range of clauses – relative, embedded and subordinating</li> <li>• Uses different sentence structures to show formal and informal speech</li> <li>• Can use the passive voice to affect the presentation of information in a sentence</li> <li>• Able to use the full range of previously taught conjunctions to add detail, express time, show contrast, show concession and show cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use of hyphens to avoid ambiguity</li> <li>• Punctuation of bullet points when listing information</li> <li>• Can use colons to introduce and semi colons within a list</li> <li>• Beginning to use colons and semi colons within sentences</li> </ul>	<p>be sustained across genres), conjunctive adverbs</p> <ul style="list-style-type: none"> <li>• Development and control of content across paragraphs e.g. through repetition of phrases</li> <li>• Beginning to link paragraphs through content e.g. paragraph 1 introduces idea of creature having sharp claws; paragraph 2 how he uses his claws</li> <li>• Will independently apply a wide range of layout devices, e.g. headings, sub-heading, columns, bullets, tables, diagrams to structure texts</li> </ul>	<ul style="list-style-type: none"> <li>• Writing shows the child was able to identify the audience for and purpose of the writing and to select the appropriate form/genre</li> <li>• Viewpoint/Characterisation is established and usually maintained.</li> <li>• Contrasting attitudes and opinions may be presented.</li> <li>• Some use of expert commentary may be used to suggest credibility</li> <li>• In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action (demonstrates ability to balance different elements)</li> </ul>	
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## WRITING AT ST MARY'S

### SPELLING OVERVIEW

KS1	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 5 weeks
Year 1	ff –ss -ll -zz -ck -ing –ed –er nk ng -ch -tch ve ai –oi medial ay oy endings	oa ow oe e & ee endings ea ie igh ar er	ir ur add -er -est Days of the week k not c a-e & e-e i-e o-e	u-e oo ew ue ow ou y endings ee -or –ore	-aw –au - air –are ear -ph -wh --un prefix plurals –s –es	Plurals Contractions Common exception words Review Review
Year 2	-kn -gn -wr c before e, l & y -dge & ge j & g Common exception words -le ending -el ending	-il & -al igh spelt as -y -ies to words ending in –y Common exception words add –ed, -er and est add –ing words ending in y Add –ing, ed, er, est and y	Add –ing, -ed, -er, - est and –y or spelt ‘a’ before l or ll Common exception words U spelt as o ee spelt -ey The o spelt with ‘a’ after w and qu	er sound spelt ‘or’ or ‘ar’ after w The sound /zh/ spelt ‘s’ Common Exception Words -ment, -ness, -ful -less, -ly -tion	Contractions Possessive apostrophe Common Exception words Homophones and near homophones	Months of the year Months and Time Question Words Review Review
LK2	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 5 weeks
Year 3	Ei -ey -ai -ear Homophones and near homophones Add-ly no change to root word Add-ly (root word ends in ‘y’)	Add –ly root word ends in ‘le’ Add -ly root word ends in ‘ic’ or ‘al’ -ly exceptions to the rules) Statutory Spelling Challenge Words ‘i’ spelt as y Add er/ed/ing no doubling Add er/ed/ing double consonant	Mis- Dis- K sound spelt as -ch Homophones and near homophones Homophones and near homophones Bi- and Re-	-gue -que Sh spelt as ‘ch’ Statutory Spelling Challenge Words -ary U spelt as ‘o’ U spelt with ‘ou’	Word Families & exception words -al -sure -ture	-ture Silent letters Review
Year 4	-au and –augh Prefix in- Prefix im- Prefix il- and ir- Homophones and near homophones -sion -sion -sion	-tion -cian -ough Statutory Spelling Challenge Words Homophones and near homophones -ation	-ation Prefix sub- and super- Plural possessive apostrophes ‘Sc’ Ce Ci	Word Families & exception words Statutory Spelling Challenge Words Prefix Inter Prefix Anti Prefix Auto	Prefix ex Prefix non -ar –er ending Suffix –ous no change to root Suffix –ous no root Suffix –ous ‘i’ to ‘y’ and ‘our’ to ‘or’	Suffix –ous drop e but not ge Adverbials Adverbials Review Review



## WRITING AT ST MARY'S

UK2	Autumn 1 <i>8 weeks</i>	Autumn 2 <i>7 weeks</i>	Spring 1 <i>6 weeks</i>	Spring 2 <i>6 weeks</i>	Summer 1 <i>6 weeks</i>	Summer 2 <i>5 weeks</i>
<b>Year 5</b>	-cious -tious & -ious Short 'i' spelt as 'y' Long 'i' spelt as 'y' Homophones and near homophones Silent letters	Modal verbs -ment Adverbs Statutory Spelling Challenge Words Create nouns suffix -ity Create nouns suffix -ness Create nouns suffix -ship	Homophones and near homophones 'or' 'au' Nouns/adj into verbs + suffix -ate	Nouns/adj into verbs + suffix ise Nouns/adj into verbs + suffix -ify Nouns/adj into verbs + suffix -en 'Ough' 'Ough' Adverbials - time	Adverbials - place -ere Statutory Spelling Challenge Words Unstressed vowels in polysyllabic words Prefix de- and re- Prefix over-	Nouns/verbs into adj suffix -ful Nouns/verbs into adj suffix -ive Nouns/verbs into adj suffix -al Review Review
<b>Year 6</b>	Ambitious synonyms Homophones & Near Homophones: -ce/-cy and se/-sy Adj -ant, nouns -ance -ancy Adj -ent, nouns -ence -ency Hyphens: join prefix ending vowel to root word beginning with a vowel. Hyphens - join compound adj -able	-ably Word Families based on common words Word Families based on common words Diminutives mini- and micro- Adding suffixes to words ending in -fer Long e spelt -ie or ei after c Long e spelt -ie or ei after c	Word Families based on common words Statutory Spelling Challenge Words Endings which sound like sh after a vowel Endings which sound like sh after a consonant Soft c spelt 'ce'	Word Families based on common words Statutory Spelling Challenge Words Words that can be nouns and verbs Words that can be nouns and verbs	Long o spelt 'ou' or 'ow' -ible -ibly Synonyms & Antonyms	Synonyms & Antonyms



## WRITING AT ST MARY'S

### HANDWRITING OVERVIEW

EVFS KS1	<b>Autumn 1</b> <i>8 weeks</i>	<b>Autumn 2</b> <i>7 weeks</i>	<b>Spring 1</b> <i>6 weeks</i>	<b>Spring 2</b> <i>6 weeks</i>	<b>Summer 1</b> <i>6 weeks</i>	<b>Summer 2</b> <i>5 weeks</i>
<b>Year R</b>	Letter Formation based on Read Write Inc	Letter Formation based on Read Write Inc	Introduce Twinkl Handwriting Scheme: Ladder Letters: l, i, u, t, y, j	Introduce Twinkl Handwriting Scheme: One-Armed Robot Letters: n, m, h, k, b, p, r	Introduce Twinkl Handwriting Scheme: Curly Caterpillar Letters: c, a, d, e, s, g, f, q, o	Introduce Twinkl Handwriting Scheme: Zig Zag Monsters z, v, w, x
<b>Year 1</b>	Twinkl Handwriting Scheme Pre- Cursive: Discretely taught 2 per week. <ul style="list-style-type: none"> <li>Ladder Letters week 1-3: l, i, u, t, y, j</li> <li>One-Armed Robot Letters week 4-7: n, m, h, k, b, p, r</li> <li>Review</li> </ul>	Twinkl Handwriting Scheme Pre- Cursive: Discretely taught 2 per week. <ul style="list-style-type: none"> <li>Curly Caterpillar Letters weeks 1-5: c, a, d, e, s, g, f, q, o</li> <li>Zig Zag Monsters weeks 6-7: z, v, w, x</li> </ul>	Introduce Twinkl Handwriting Pre-Cursive Discretely taught 2 per week. Capital Letters: B, D, G, M S, C, O, L, U, Z, W, V	Introduce Twinkl Handwriting Pre-Cursive Discretely taught 2 per week. Capital Letters: A, E, F, H, I, J, K, N, P Q, R, T, X, Y	Review handwriting daily 5 minute session: Ladder Letters, One-Armed Robot Letters and Curly Caterpillars	Review handwriting daily 5 minute session: Zig Zag letters and capital letters
<b>Year 2</b>	Introduce <b>Continuous Cursive Twinkl</b> Handwriting scheme. Discretely taught 2 per week. <ul style="list-style-type: none"> <li>Ladder Letters week 1-3: l, i, u, t, y, j</li> <li>One-Armed Robot Letters week 4-7: n, m, h, k, b, p, r</li> <li>Review</li> </ul>	Introduce <b>Continuous Cursive Twinkl</b> Discretely taught 2 per week. <ul style="list-style-type: none"> <li>Curly Caterpillar Letters weeks 1-5: c, a, d, e, s, g, f, q, o</li> <li>Zig Zag Monsters weeks 6-7: z, v, w, x</li> </ul>	Introduce <b>Continuous Cursive Twinkl</b> Discretely taught 2 per week. Capital Letters: B, D, G, M S, C, O, L, U, Z, W, V	Introduce <b>Continuous Cursive Twinkl</b> Discretely taught 2 per week. Capital Letters: A, E, F, H, I, J, K, N, P Q, R, T, X, Y	<b>Continuous Cursive Twinkl</b> Review handwriting daily 5 minute session: Ladder Letters, One-Armed Robot Letters and Curly Caterpillars	<b>Continuous Cursive Twinkl</b> Review handwriting daily 5 minute session: Zig Zag letters and capital letters

LKS	<b>Autumn 1</b> <i>8 weeks</i>	<b>Autumn 2</b> <i>7 weeks</i>	<b>Spring 1</b> <i>6 weeks</i>	<b>Spring 2</b> <i>6 weeks</i>	<b>Summer 1</b> <i>6 weeks</i>	<b>Summer 2</b> <i>5 weeks</i>
<b>Year</b>	<b>Continuous Cursive Twinkl</b> Handwriting scheme. <ul style="list-style-type: none"> <li>Ladder Letters week 1-3: l, i, u, t, y, j</li> <li>One-Armed Robot Letters week 4-7: n, m, h, k, b, p, r</li> </ul>	<b>Continuous Cursive Twinkl</b> Handwriting scheme. <ul style="list-style-type: none"> <li>Curly Caterpillar Letters weeks 1-5: c, a, d, e, s, g, f, q, o</li> <li>Zig Zag Monsters weeks 6-7: z, v, w, x</li> </ul>	<b>Continuous Cursive Twinkl</b> Handwriting scheme. Capital Letters: B, D, G, M S, C, O, L, U, Z, W, V	<b>Continuous Cursive Twinkl</b> Handwriting scheme. Capital Letters: A, E, F, H, I, J, K, N, P Q, R, T, X, Y	<b>Continuous Cursive Twinkl</b> Handwriting scheme. Revise handwriting based on class needs.	<b>Continuous Cursive Twinkl</b> Handwriting scheme. Revise handwriting based on class needs.
<b>Year 4</b>	Review					



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## WRITING AT ST MARY'S

UKS2	Autumn 1 <i>8 weeks</i>	Autumn 2 <i>7 weeks</i>	Spring 1 <i>6 weeks</i>	Spring 2 <i>6 weeks</i>	Summer 1 <i>6 weeks</i>	Summer 2 <i>5 weeks</i>
Year 5	Continuous Cursive <b>Twinkl</b> Handwriting scheme. <ul style="list-style-type: none"> <li>Ladder Letters week 1-3: l, i, u, t, y, j</li> <li>One-Armed Robot Letters week 4-7: n, m, h, k, b, p, r</li> </ul>	Continuous Cursive <b>Twinkl</b> Handwriting scheme. <ul style="list-style-type: none"> <li>Curly Caterpillar Letters weeks 1-5: c, a, d, e, s, g, f, q, o</li> <li>Zig Zag Monsters weeks 6-7: z, v, w, x</li> </ul>	Continuous Cursive <b>Twinkl</b> Handwriting scheme. Capital Letters: B, D, G, M S, C, O, L, U, Z, W, V	Continuous Cursive <b>Twinkl</b> Handwriting scheme. Capital Letters: A, E, F, H, I, J, K, N, P Q, R, T, X, Y	Continuous Cursive <b>Twinkl</b> Handwriting scheme. Revise handwriting based on class needs.	Continuous Cursive <b>Twinkl</b> Handwriting scheme. Revise handwriting based on class needs.
Year 6	Review					

### STRUGGLING WRITERS

Pupils who are not making as much progress as their peers are identified early through our assessment cycle. They are discussed at half-termly pupil progress meetings with the SLT and appropriate interventions are discussed and implemented by the class teacher, with the support of the SENCo.